



Disability or Language? Equity for Multilingual Learners

Competency

Educators critically examine the intersection of language development and disability identification for multilingual learners, using culturally and linguistically responsive practices to guide instruction, referrals, and collaborative decision-making that promotes equity and access.

Key Method

Educators design and use tools that align with relevant curricula and are culturally and linguistically responsive to examine whether a multilingual learner's challenges reflect language development, gaps in opportunity, or a potential disability. They gather and analyze information from multiple stakeholders, strengthen instruction, and implement interventions with systematic data collection to make informed decisions that promote equity and reduce both over- and under-identification in special education.

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Method Components

Getting to Know Your Learners

Understanding Their Cultures, Educational, and Language Experiences

When examining whether a learner may need additional support beyond language services, educators must consider the whole person. Each learner enters the classroom with unique strengths and lived experiences that shape how they learn and engage. A comprehensive understanding of who the learner is—academically, linguistically, culturally, and socially—is necessary before determining what support is needed.

There's no single checklist or definitive set of indicators that determines whether a learner's challenges reflect a disability. Multiple variables need to be examined together. Decisions should always be grounded in context and patterns of performance, and a thorough and careful understanding of the learner's experiences.

Considerations

Home–School Partnerships

Information gathered through family engagement is essential in understanding a learner's background and current context.

- The Home Language Survey (HLS) used in your state may provide insight into languages spoken in the home and prior educational experiences.
- Interviews with parents or guardians can offer important clarification and additional context.
- Do parents or guardians share concerns about the learner's development or academic progress?
- Does the learner live with family members or independently? Does the learner or family have access to healthcare, community support, or other relevant services?
- Does the learner face systemic barriers—access to transportation, language, etc.—that may shape how they learn and engage?

Language and Literacy Proficiencies

Language development should be considered across all languages the learner uses.

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- Does the learner demonstrate oral language proficiency in another language?
- Is there evidence of speech or language concerns in other languages?
- Does the learner demonstrate oral language proficiency in another language?
- Is the learner in a stage of language acquisition in which they're not yet producing language? If so, can they respond nonverbally?

Educational Background

Educational history can significantly influence present performance.

- What were the goals and expectations in the learner's prior educational system?
- Has the learner experienced interruptions or significant gaps in formal schooling?
- What types of programming or services has the learner previously received?
- Has the learner experienced stability or frequent changes in educational placement?

Cultural Assets and Differences

Cultural context shapes communication styles, expectations, and engagement.

- Are communication patterns influenced by cultural norms, such as eye contact, turn-taking, or personal space?
- Are there differing perspectives on attendance, participation, or educational goals that may influence classroom behavior?

Mental, Physical, and Emotional Health

Well-being is closely connected to learning and engagement.

- Does the learner demonstrate age-appropriate conflict resolution skills?
- Are there concerns related to anxiety or emotional regulation?
- Are there health-related factors that may be impacting learning?

Access to Appropriate and Relevant Tier 1 Instruction

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Access and Equity in Whole-Group Instruction

All learners should have access to grade-level content and meaningful, authentic skill development. When describing “access,” it’s not simply about physical presence in the classroom. It’s about genuine engagement and instructional support that allows a learner to participate in and make sense of the learning. Educators are responsible for creating culturally responsive environments where multilingual learners feel a sense of belonging and are held to high expectations.

Before considering additional support or referral, examine whether Tier 1 instruction has been accessible, relevant, and responsive.

Considerations

Foundational Understanding of Language Development

Educators build familiarity with second language acquisition and understand how language and content scaffolds support multilingual learners.

This includes:

- Providing comprehensible input;
- Using sentence stems and frames to support language production;
- Leveraging the languages present in the classroom;
- Creating space for translanguaging—the use of any or all of one's languages in receptive or productive communication—by intentionally providing multilingual learners with opportunities for choice and voice;
- Reflecting intentionally on content, language, and cultural objectives for all learners.

Classroom Environment and Collaboration

Access is influenced by how learning spaces are structured.

- Educators intentionally seat multilingual learners throughout the classroom rather than grouping them in one area.
- Collaborative groups should be intentionally structured to ensure that all learners have opportunities to contribute and be heard.

Assessment and Instructional Design

Instruction and assessment practices must be examined for both rigor and equity.

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- Assessments should be authentic and reviewed for potential linguistic or cultural bias.
- Vocabulary should be scaffolded intentionally, using multiple modalities of language—the different access points that learners interact with language: listening, speaking, reading, writing, and viewing.
- Background knowledge and connections to prior learning (schema) should be thoroughly developed and activated.

Educators build schema by providing experiences and information that establish foundational knowledge, and build on schema by recognizing and intentionally leveraging learners' background knowledge to deepen understanding.

Representation and Literacy

Equitable Tier 1 instruction also includes:

- Leveraging and valuing all languages;
- Ensuring representation of learners' cultures, perspectives, languages, identities in curricula and literature;
- Providing evidence-based literacy instruction;
- Maintaining age-relevant grade placement.

Interventions and Targeted Instruction

Multi-Tiered Systems of Support

When concerns persist, support should align with structured systems:

- Multi-Tiered Systems of Support (MTSS) or Response to Intervention (RtI) frameworks [include three tiers of instruction](#).
- Screening and formative assessments guide instructional adjustments.
- Intervention and Referral Services (I&RS) teams collaborate to design and monitor support
- Parents, guardians, and other team members are involved in planning for increased support.
- Ongoing data collection and evaluation inform next steps.

Boosting Tier 1 Instruction and Beyond

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There are many ways to support learners intentionally and bridge academic gaps. Before considering a referral to special education, educators must ensure that learners have had access to strengthened Tier 1 instruction and targeted support. Targeted instruction should build on high-quality core instruction and reflect language development principles and culturally responsive practice.

One distinction matters and shouldn't get lost in the strategies that follow: English as a Second Language (ESL) and English Language Development (ELD) services are language services, not interventions. They cannot replace academic or social-emotional supports, nor should they substitute for services that may otherwise be warranted. A learner who needs targeted reading intervention needs that intervention; language services alone aren't a substitute.

Considerations

Vocabulary and Language Development

Intentional vocabulary instruction supports both language acquisition and content comprehension.

- Select key vocabulary strategically to support understanding of essential concepts.
- Frontload vocabulary prior to lessons, texts, or activities to build background knowledge.
- Provide structured opportunities for learners to maintain vocabulary records or reference tools.
- Support language development across all four domains: listening, speaking, reading, and writing.

Reading, Writing, and Literacy Supports

- Educators and students co-construct writing and texts in whole-group or small-group settings.
- Ensure access to reading materials that are relevant and engaging.
- Provide modeling by teachers and peers.
- Offer structured literacy instruction and foundational skills support when needed.
- Incorporate content-area activities and literacy groups that reinforce grade-level expectations.

Structured Collaboration and Production

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- Design collaborative groups intentionally with clear expectations so all learners participate.
- Rotate groupings and avoid consistently grouping multilingual learners only with one another.
- Provide scaffolds and sufficient processing time.
- Encourage low-stress, low-stakes opportunities for language production.
- Accept varied forms of demonstrating understanding, including labeling, drawing, single words, sentences, or paragraphs.
- Allow learners to engage in translanguageing without requiring full translation of documents.

Multiple Modalities and Access

Instructional materials should be accessible in varied formats.

- Use videos with subtitles (in English or other languages, when appropriate).
- Provide visual cues and anchor charts.
- Offer audiobooks and resources in multiple languages.
- Use choice boards or varied options to demonstrate mastery.
- Provide summaries or key points to reinforce understanding.

Cultural Responsiveness and Belonging

Targeted instruction must also sustain a culture of belonging.

- Ensure representation in materials and classroom discourse.
- Celebrate and encourage the use of all languages.
- Foster opportunities for connection beyond the classroom, such as teams, clubs, and leadership roles.

Identification or Evaluation

Determining if an Individualized Education Plan (IEP) Is Necessary

There's both over-representation and under-representation of multilingual learners in special education programs. Neither is beneficial. When a referral to special education is considered, decisions should be grounded in careful analysis and equitable practice.

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Lack of opportunity doesn't equate to a learning disability. At the same time, language differences don't preclude the possibility that a learner may have a disability requiring specialized instruction beyond language services. Both realities should be considered when making evaluation decisions.

When an evaluation is initiated, processes must be thorough, lawful, and responsive to the individual learner.

Considerations

District and State Protocols

Evaluation procedures must follow district and state guidelines and shouldn't rely on a one-size-fits-all approach. Multilingual learners require evaluation processes that account for language development, educational history, and cultural context. A medical evaluation may be considered when evaluating a student.

Rights of the Learner and Family

The rights of learners and their parents or guardians must be clearly protected throughout the evaluation process.

- No individual should be asked to sign documentation they don't understand. Documents must be translated into the relevant language or read aloud in the person's language if literacy is a concern. This applies to learners 18 years or older.
- The evaluation process and legal timeline must be explained clearly to both the parent or guardian and the learner.
- Families must be informed of their right to deny services or request a meeting. Parents and students hold the right to decline English language services or special education services, and that choice must be respected.

Evaluation Practices

Evaluations must be accessible, unbiased, and linguistically appropriate.

- Learners should have access to evaluators who speak their language so they're not required to choose between language and clarity during assessment.
- Assessments must be examined for potential linguistic, cultural, geographic, or other forms of bias.
- Meetings and documentation must be accessible to learners (when appropriate) and their parents or guardians.

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- An advocate must be provided when needed.

Dually-Identified Learners

Support Systems Working Together

Once the Child Study Team has reviewed all relevant bilingual and special education evaluation data and determined eligibility, coordination begins. When an IEP is in place, intentional collaboration among educators and service providers becomes crucial to ensure that language development and specialized instruction work together rather than in isolation. Services shouldn't operate in parallel systems. Instead, they should be aligned to meet the learner's academic, linguistic, social-emotional, and cultural needs. This coordination isn't incidental. It's the difference between a learner receiving coherent, responsive support and a learner navigating disconnected systems that were never designed to talk to each other.

Considerations

- ESL/ELD teachers should be active members of the IEP team.
- Language services should be documented within the IEP and meet state guidelines for required instructional minutes.
- Cultural and academic strengths in all languages should be acknowledged and leveraged.
- Social-emotional, mental health services, and counseling should be considered when appropriate.
- Content-area teachers, special education teachers, related service professionals, educational support professionals, and administration should all have access to professional learning that strengthens collaborative practice.
- Maintain strong home-school connections and connect families with community-based resources when appropriate.

Supporting Rationale and Research

Castellón, Fernanda A., et al. "Dual Identification: Trajectories to English Proficiency for English Learners with Autism Spectrum Disorder." *Journal of Autism and Developmental Disorders*, vol. 54, no. 7, 12 May 2023, pp. 2615–2624, [pmc.ncbi.nlm.nih.gov/articles/PMC11286719/](https://pubmed.ncbi.nlm.nih.gov/articles/PMC11286719/)

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Cho, Eunsoo, et al. "Dynamic Assessment for Identifying Spanish-Speaking English Learners' Risk for Mathematics Disabilities: Does Language of Administration Matter?" *Journal of Learning Disabilities*, vol. 53, no. 5, 23 Jan. 2020, pp. 380–398, pmc.ncbi.nlm.nih.gov/articles/PMC7375920/

Dixon, Chris, et al. "Dynamic Assessment as a Predictor of Reading Development: A Systematic Review." *Reading and Writing*, vol. 36, no. 3, 4 July 2022, pp. 673–698, link.springer.com/article/10.1007/s11145-022-10312-3

Lai, Jialin, et al. "Identifying Emergent Bilinguals at Risk for Reading Difficulties: A Systematic Review of Criterion-Validity of Existing Assessments." *Journal of Learning Disabilities*, vol. 59, no. 1, 17 Apr. 2025, pp. 4–19, pmc.ncbi.nlm.nih.gov/articles/PMC12696192/

Lam, Joseph Hin Yan, et al. "Validation of the Mediated Learning Observation Instrument among Children with and without Developmental Language Disorder in Dynamic Assessment." *Journal of Speech, Language, and Hearing Research*, vol. 67, no. 7, 9 July 2024, pp. 2159–2171, pmc.ncbi.nlm.nih.gov/articles/PMC11253797/

Mancilla-Martinez, Jeannette, et al. "Special Education Representation Trends Vary by Language Status: Evidence of Underrepresentation in Tennessee." *Journal of Learning Disabilities*, vol. 57, no. 3, 13 June 2023, pp. 153–167, pmc.ncbi.nlm.nih.gov/articles/PMC11044507/

Resources

MTSS, Interventions

[We Are Teachers: What is MTSS?](#)

[MTSS for ELs](#)

[Facets of MTSS](#)

Intersection of Language & Special Education

[Comparison of Language Needs Versus Disabilities](#)

[Ventura County Special Education Resources for ELs](#)

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[OSEP Fast Facts](#)

[WIDA: Identifying MLs with Learning Disabilities](#)

[New Mexico: Guidance for Serving ELs with Disabilities](#)

[Colorín Colorado: MLs with Disabilities](#)

[Strategies to Identify and Support](#)

[Video: WIDA MLs with Neurodivergencies](#)

[Educators Talk About Identifying MLs with Disabilities](#)

[Guidance from Maine DOE](#)

[Providing Special Education Services for MLs](#)

[Supports for Young MLs with Suspected Disabilities in CA](#)

[Identifying Multilingual Learners Who Are Differently Abled \(RI\)](#)

Tier One and Inclusion

[NJTESOL/NJBE A Place for Everyone](#)

[Equal Access for MLs with Disabilities](#)

[Strategies for ELs Born in US](#)

[Video: Inclusive Instruction That Keeps Learners First](#)

[Video: Language, Inclusion, and Moving Beyond for MLs](#)

[WIDA Student Support Team](#)

Advocacy as a Teacher of MLs

[Presenting to Your Colleagues as an EL Teacher](#)

[Addressing Limiting Beliefs and Bias](#)

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[Civil Rights Principles for ML Education](#)

[Communicating with EL Families](#)

[Public Advocates Resource Guide](#)

[Video: Center for Applied Linguistics: Equity in Practice](#)

[NOELA Resources](#)

Submission Guidelines & Evaluation Criteria

To earn this micro-credential, you must receive a passing score in Parts 1 and 3, and be proficient in all components in Part 2.

Part 1. Overview Questions (Provides Context)

200-300 words.

Please do not include any information that will make you identifiable to your reviewers.

Describe your professional role and educational setting, including grade level(s), content area(s), and multilingual learner population with whom you work. Explain how understanding the distinction between language development and disability identification is relevant to your role.

Passing:

The educator clearly describes their professional role and setting and explains the relevance of distinguishing language development from disability identification to their work. The response is complete and clearly communicates the educator's context. This overview provides context for reviewers and helps educators understand their students' cultures, educational experiences, and language experiences.

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Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credential, please submit the following **four** artifacts as evidence of your learning. See the Rubric for the passing score.

Please do not include any information that will make you or your students identifiable to your reviewers.

Artifact 1: Professional Resource for Colleagues

Part A: Develop a structured professional resource to help educators examine potential concerns when considering whether a multilingual learner should be evaluated for special education services.

The resource must:

- Include a minimum of six clearly defined, observable concerns with examples;
- Address concerns across at least four of the following domains:
 - Academic performance
 - Language development and acquisition
 - Social-emotional development
 - Behavioral patterns
 - Educational history and access to opportunity
 - Cultural and linguistic context
 - Health or medical factors

For each concern, provide an explanation that addresses:

- Why the concern may or may not indicate the need for a special education referral;
- Why the concern may or may not reflect language development, opportunity gaps, cultural or linguistic factors, or other contextual variables.

Explanations should reflect culturally and linguistically responsive analysis and careful referral decision-making. The purpose of this resource is to support careful, equity-centered analysis and reduce over- and under-identification of multilingual learners in special education.

The resource may be submitted as:

- A written reference guide;
- A professional learning presentation with detailed facilitation notes;

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- An infographic or visual professional tool.

Regardless of the type of resource, the submission must demonstrate clarity, balanced reasoning, and practical usability for colleagues.

The preferred file format for this artifact is PDF. If submitting in another file format, please ensure the sharing settings allow anyone with the link to access.

Part B: Colleague Feedback and Debrief

Share your professional resource with at least one colleague and gather their responses. This may be done informally—through a conversation, a PLC meeting, or written feedback—and doesn't require a formal presentation.

Submit a brief written reflection (150-250 words) that addresses:

- Who you shared the resource with and in what context;
- What questions or reactions your colleague(s) had;
- What the feedback revealed about the clarity or usability of the resource;
- Any revisions you made or would make based on the conversation.

The following example is provided to illustrate the structure and level of specificity expected for Part A. Submissions should reflect the candidate's own analysis across multiple domains.

Example for structure only (do not replicate this exact concern):

Concern: The learner demonstrates limited participation in whole-group discussion.

Why this may indicate a need for referral:

If limited participation persists across languages and instructional settings, and continues despite structured language scaffolds and opportunities for supported practice, it may reflect expressive language, processing, or social-communication challenges that warrant further evaluation.

Why this may not indicate disability:

The learner may be in an early stage of language acquisition, come from a cultural context that values observational learning over verbal participation, or require additional wait time and sentence frames to participate comfortably.

Artifact 2: Reflective Questionnaires for Stakeholders

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Design four culturally and linguistically responsive questionnaires or interview protocols to gather meaningful information when a multilingual learner is being considered for a potential special education referral.

You must develop one version for each of the following stakeholders:

- Classroom teacher
- Parent or guardian
- Multilingual learner (student)
- Specialist or support provider (e.g., ESL/ELD teacher, special educator, related service professional)

Each questionnaire must include a minimum of seven thoughtfully constructed questions, including at least three open-ended questions that elicit information beyond grades, test scores, or surface-level observations.

Questions should be designed to gather information related to language development across languages, educational history, instructional access, cultural context, strengths, supports already provided, and observed patterns across settings.

The student version must be developmentally appropriate and may include interview-based delivery and non-verbal response options, when appropriate.

Submissions should demonstrate cultural responsiveness, clarity of purpose, and alignment with equitable referral decision-making.

The preferred file format for this artifact is PDF. If submitting in another format, please be sure that the sharing settings allow anyone with the link to access.

Artifact 3: Intervention Planning, Progress Monitoring, and Data Analysis

Select a multilingual learner with whom you currently work and develop a structured intervention plan outlining targeted supports and a corresponding progress-monitoring system for possible special education referral consideration.

Don't include any information that would make the learner identifiable.

The plan must include:

- At least two academic interventions
- At least two social-emotional interventions

For each intervention, clearly describe:

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- The specific intervention and its purpose;
- How the intervention would be implemented within Tier 1 or targeted supports;
- The method used for progress monitoring, including what data would be collected, how frequently data would be gathered, and over what period of time;
- How the data would be analyzed to determine responsiveness to intervention and inform referral decision-making.

Interventions must reflect culturally and linguistically responsive practice and may not rely on ESL or ELD services as substitutes for academic or SEL support.

The submission should demonstrate intentional planning, systematic progress monitoring, and alignment with tiered supports and equitable referral processes.

Use the provided intervention planning template as a guide for organizing your response. It's designed to support clear alignment between interventions, progress monitoring, and referral decision-making.

[Individualized Intervention and Progress-Monitoring Plan](#)

Note: The last page of the template linked above defines the column headers.

Part 2. Rubric

	Proficient	Basic	Developing
Artifact 1: Professional Resource for Colleagues	The submission presents a structured professional resource that includes at least six clearly defined, observable concerns across at least four required domains. Each concern is described in specific terms that include sufficient classroom context. For every concern, the candidate provides a balanced and well-reasoned explanation of why the concern may or may not indicate a need for referral and why it may instead reflect language development, differences in opportunity, cultural or linguistic factors, or other contextual variables. Explanations demonstrate a strong understanding of culturally and linguistically responsive practice and the complexities of referral decision-making.	The submission presents a professional resource that includes at least eight concerns and addresses multiple required domains, though distribution across domains may be uneven. Most concerns are defined with adequate clarity, though some may lack specificity or contextual grounding. Explanations generally address both why a concern may indicate referral and why it may not, though, analysis may be uneven, partially developed, or lack nuance. The resource demonstrates general understanding of culturally and linguistically responsive practice but may not consistently reflect the complexity of referral decision-making.	The submission includes fewer than eight concerns, omits required domains, or presents concerns that are vague, generalized, or deficit-framed. Explanations are incomplete, one-sided, or fail to distinguish between language development and potential disability. The analysis demonstrates a limited understanding of culturally and linguistically responsive practice or referral processes. The resource lacks sufficient clarity, structure, or analytical depth to effectively support equitable decision-making. The debrief is missing, incomplete, or does not identify who the resource was shared with. Questions or reactions from the colleague are absent

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	The resource is specific enough that a colleague could use it to distinguish language development from disability in a real referral situation. It supports equitable decision-making that reduces both over- and under-identification. The debrief identifies who the resource was shared with and describes the colleague's questions or reactions with details from the conversation. The debrief addresses what the feedback revealed about the clarity and usability of the resource and includes thoughtful consideration of any revisions suggested.	The submission is usable for colleagues but may require refinement for clarity or depth. The debrief identifies who the resource was shared with and describes the colleague's questions or reactions, though details from the conversation may be limited. It addresses what the feedback revealed about the clarity or usability of the resource, but consideration of suggested revisions is general or incomplete.	or too vague to indicate a professional exchange. The debrief doesn't address what the feedback revealed about the clarity or usability of the resource, and revisions aren't considered.
Artifact 2: Reflective Questionnaires for Stakeholders	The submission includes four distinct questionnaires or interview protocols, one for each required stakeholder. Each questionnaire contains at least seven questions, including at least three open-ended questions that prompt	The submission includes four questionnaires addressing the required stakeholders and meets the minimum number of questions, though differentiation across stakeholder roles may be uneven.	The submission is incomplete, omits one or more required stakeholders, or fails to meet the minimum number of questions or open-ended requirements. Questions are vague, repetitive across stakeholders, or

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	descriptive or explanatory responses. Questions are clearly differentiated by stakeholder role and demonstrate culturally and linguistically responsive inquiry. The instruments gather specific, relevant information related to language development across languages, educational history, instructional access, cultural context, learner strengths, supports provided, and patterns across settings. The student version is developmentally appropriate and clearly structured for accessibility. Overall, the questionnaires demonstrate strong alignment with equitable referral decision-making.	Most questionnaires include at least three open-ended questions, though some may lack specificity or depth. Questions extend beyond grades and test scores but may not consistently reflect culturally and linguistically responsive inquiry. The student version is generally appropriate but may require refinement for clarity or accessibility. The instruments demonstrate general alignment with referral decision-making.	primarily focused on grades and surface-level observations. Cultural and linguistic responsiveness is limited or absent. The student version lacks developmental appropriateness or accessibility. The instruments don't adequately support equitable referral decision-making.
Artifact 3: Intervention Planning,	The submission presents a structured intervention plan for a selected multilingual learner	The submission includes at least two academic and two social-emotional or behavioral	The submission includes fewer than the required number of interventions or lacks clarity

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Progress Monitoring, and Data Analysis	and includes at least two academic and two social-emotional interventions. Each intervention is clearly described and aligned to identified areas of need. The plan specifies how each intervention would be implemented within Tier 1 or targeted supports and includes a clearly defined progress-monitoring method. Data collection procedures identify what data will be gathered, how frequently it will be collected, and over what period of time. The submission explains how data will be analyzed to determine responsiveness to intervention and how results will inform referral decision-making. Interventions reflect culturally and linguistically responsive practice and don't substitute	interventions for a multilingual learner. Interventions are described but may lack clarity, specificity, or alignment to identified needs. Progress-monitoring methods are identified but may not clearly specify frequency, duration, or type of data collected. Explanation of how data would be analyzed to determine responsiveness may be general or partially developed. Interventions reflect general understanding of culturally responsive practice but may not consistently demonstrate alignment with tiered supports.	regarding implementation or monitoring. Interventions are vague, disconnected from identified needs, or rely primarily on ESL or ELD services as substitutes for targeted supports. Progress monitoring is missing, incomplete, or lacks defined data sources, frequency, or duration. The submission doesn't adequately explain how data would inform responsiveness or referral decision-making and doesn't demonstrate alignment with tiered supports.
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	ESL or ELD services for targeted support. The plan demonstrates coherent alignment with tiered supports and equitable referral process.		
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Part 3 Reflection

(300 - 400 words)

For tips on writing a good reflection, review the following resource:

[How Do I Write a Good Personal Reflection?](#)

Please don't include any information that will make you identifiable to your reviewers.

Answer all of the following questions and reference specific concepts from this micro-credential:

1. Describe an assumption or preconceived notion you've held—or have encountered in colleagues—about a multilingual learner's challenges. How does the content of this course complicate or challenge that assumption?
2. What parts of this micro-credential do you feel most confident implementing? What areas will require you to take risks?
3. What would your response be if a colleague made assumptions or one-size-fits-all statements about a multilingual learner with learning differences?

Passing:

- The reflection addresses each question with specific examples drawn from the candidate's own practice and setting. Responses demonstrate new or deepened thinking about how to equitably approach multilingual learners with potential learning differences.