

ADMINISTRATOR CLASSROOM WALKTHROUGH CHECKLIST

A. Visual Access

- ☐ Students have clear sightlines to teacher and each other.
- ☐ Teacher signs in a visible location (not backlit, not facing away).
- ☐ Lighting supports full ASL visibility.
- ☐ Visual cues (timers, alerts, visual schedules) are in use.
- ☐ Transitions are visually clear and accessible.

B. Recognition of ASL & English

- ☐ Evidence of ASL and English being used intentionally—not SimCom.
- ☐ Classroom displays include ASL and English resources.
- ☐ Bilingual strategies observed (chaining, sandwiching, contrastive analysis).
- ☐ Students working in both languages in age-appropriate ways.
- ☐ Teacher uses ASL for direct instruction and English for literacy tasks.

C. Deaf Culture Integration

- ☐ Deaf role models and cultural images displayed.
- ☐ Classroom norms reflect Deaf cultural expectations.
- ☐ Instruction includes Deaf perspectives or culturally relevant examples.
- ☐ Students show comfort with visual norms (attention signals, turn-taking).
- ☐ Teacher reinforces Deaf cultural behaviors.

D. Classroom Library

- ☐ Books reflect Deaf identities, cultures, and bilingualism.
- ☐ Library is accessible, organized, and actively used by students.
- ☐ ASL video materials or QR-linked ASL stories available.
- ☐ Variety of genres and reading levels visible.
- ☐ Students engaged in reading or browsing independently.

E. Accessibility & Climate

- ☐ Students appear safe, respected, and fully included.
- ☐ Room layout supports mobility, visual access, and group work.
- ☐ Visual behavior expectations posted and referenced.
- ☐ Students can easily access needed learning materials.
- ☐ Positive visual communication norms observed (eye contact, turn-taking, respectful signing).

NOTES

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.