

TEACHER CHECKLIST

A. Visual Access

- ☐ The foundation of all Deaf education. The classroom should maximize clear sightlines, lighting, and visual cues so students can fully participate in ASL conversations, instruction, peer discussions, and daily routines.
- ☐ Clear sightlines between students to support peer-to-peer signing.
- ☐ Teacher's signing space free of visual clutter (neutral wall behind the signing area).
- ☐ Lighting is bright and even; no backlighting or shadows that block ASL/signing visibility.

B. Recognition of ASL & English

- ☐ Word walls include ASL signs, English print, and visual supports.
- ☐ ASL resources posted, referenced, and used by teachers and students (QR codes to ASL videos, ASL dictionaries, signage).
- ☐ Accessible digital tools bookmarked for students (ASL video dictionaries, bilingual apps).
- ☐ English-language supports are provided/posted, referenced, and used by teachers and students (sentence stems, vocabulary cards, reading guides).
- ☐ Labels in ASL signs + English throughout the room.
- ☐ Daily routines include both languages (i.e. morning message in ASL + English reading).

C. Deaf Culture Integration

- ☐ Photos of Deaf leaders, role models, and Deaf community events displayed.
- ☐ Deaf history timeline or featured "Deaf Person of the Week."
- ☐ Space designated for student ASL video work, ASL stories, student presentations.
- ☐ Deaf norms posted (eye contact, waving to gain attention, visual turn-taking).
- ☐ Class agreements include visual and Deaf cultural expectations.

D. Classroom Library

- ☐ Collection includes books featuring Deaf/HH characters and authors.
- ☐ ASL storybook videos readily accessible to students.
- ☐ Books organized by language and genre (fiction, nonfiction, Deaf culture, SEL).
- ☐ Multiple reading levels represented, including hi-lo texts.
- ☐ New titles added each semester.
- ☐ Comfortable, visually-accessible reading spaces (well-lit, seating with clear sightlines).

E. Accessibility & Climate

- ☐ Routines for entering, transitioning, and leaving the room posted visually.
- ☐ Students can move around safely; pathways are wheelchair and mobility-friendly.
- ☐ Classroom norms emphasize respect, ASL/English bilingualism, and full participation.
- ☐ Visual behavior expectations clearly displayed.
- ☐ Quiet spaces available for visual rest or sensory regulation.