CLASSROOM ENVIRONMENT

CLERC CENTER
AT GALLAUDET

Classroom Library Reflection Checklist (MS/HS)

Deaf & Hard of Hearing (DHH) Students

Purpose: Reflect on and strengthen your classroom library to support ASL–English bilingual literacy, critical thinking, identity development, and content-area learning for adolescent learners.

ASL & English Are Visible, Valued, and Used Strategically

- ◯ Library supports both ASL-based discussion and English reading/writing
- ◯ Texts are accessible for a range of reading levels and language backgrounds
- ◯ ASL supports (videos, QR codes, teacher-created explanations, or curated media) are available when appropriate
- ◯ Students use ASL and English to analyze, discuss, and respond to texts
- ◯ Language use is intentional and aligned to instructional goals (not incidental

Reflects Adolescent Experiences and Identity Development

- ◯ Books include Deaf/DHH characters navigating adolescence, identity, and independence
- ◯ Texts reflect diverse racial, cultural, gender, and family identities
- ◯ Stories address real-world themes (belonging, advocacy, relationships, power, justice)
- ◯ Materials avoid deficit-based, inspirational-only, or medicalized portrayals of Deafness
- ◯ Students can see multiple Deaf futures represented (college, careers, leadership, community)

Deaf Authors, Scholarship, and Perspectives

- ◯ Deaf-authored or Deaf-created texts are intentionally included
- ◯ Deaf perspectives are represented across genres:
    - ◯ Fiction
    - ◯ Nonfiction
    - ◯ Memoir/biography
    - ◯ Informational or academic texts
    - ◯ Deaf history, culture, and contributions are included beyond “special units”
    - ◯ Authorship, perspective, and positionality are explicitly discussed with students

Used Intentionally for Instruction and Critical Thinking

- ◯ Texts are used to support analysis, argument, and inquiry, not just independent reading
- ◯ Lessons include clear content and language objectives (ASL and/or English)
- ◯ Students engage in:
  - ◯ ASL discussions or presentations
  - ◯ English writing or annotation
  - ◯ Comparative analysis of texts/media
  - ◯ Library materials support content-area learning (ELA, social studies, science, health, civics)
  - ◯ Texts are revisited and connected across units, not used once and shelved

Reflects Adolescent Experiences and Identity Development

- ◯ Students have opportunities to select texts that match interest and identity
- ◯ Library includes a range of genres, formats, and modalities (print, digital, visual)
- ◯ Students recommend, review, or curate books for peers
- ◯ Library use supports independence, agency, and ownership of learning

NOTES