INSTRUCTION AND ASSESSMENT

CLERC CENTER
AT GALLAUDET

ADMINISTRATOR WALKTHROUGH CHECKLIST ASL/ENGLISH BILINGUAL INSTRUCTION

Use this tool during a classroom visit to capture real-time evidence of intentional ASL/English bilingual instruction. Observation notes and strengths identified here serve as the foundation for a post-observation coaching conversation with the teacher.

Classroom Information

- Teacher: _____
- Date/Time: _____
- Observer: _____
- Content Area: _____

Focus of Observation

Look for evidence of intentional, accessible, and effective ASL/English bilingual instruction.

Planning (Evidence in Practice)

Is language use clearly planned, purposeful, and sustained throughout the lesson?

- ◯ Clear evidence of learning objectives of the lesson
- ◯ Clear evidence that both ASL and English are intentionally planned
- ◯ Purpose for each language is evident (e.g., concept development, vocabulary, reading/writing)
- ◯ Language use supports:
  - ◯ Content understanding
  - ◯ Language development
- ◯ Instruction reflects intentional, bell-to-bell planning (no loss of instructional time; language use is purposeful from start to finish)
- ◯ Lesson is developmentally appropriate for students' language and cognitive levels
- ◯ Lesson reflects appropriate rigor, with expectations aligned to grade-level content and student potential

Notes:

Instructional Delivery

Is bilingual instruction clear, intentional, accessible, and appropriately challenging?

- ◯ Teacher communicates the lesson objective clearly, and students demonstrate understanding of the purpose of the lesson
- ◯ ASL and English are used intentionally and seamlessly, not randomly or simultaneously without purpose
- ◯ No evidence of random or unclear language mixing
- ◯ Communication is:
  - ◯ Visually clear
  - ◯ Linguistically accurate
  - ◯ Accessible to all students
- ◯ Teacher establishes and maintains clear language boundaries that support student comprehension (e.g., unplanned SimCom)
- ◯ Teacher models strong bilingual practices
- ◯ Instruction is sustained bell-to-bell, with minimal downtime or lost instructional opportunity
- ◯ Instruction is developmentally appropriate, with language and content matched to student needs
- ◯ Instruction maintains appropriate rigor, with students challenged to think, explain, and engage deeply

Notes:

Student Engagement

Are students actively using language to think, discuss, and engage with content?

- ◯ Students actively use both:
  - ◯ ASL
  - ◯ English (as appropriate)
- ◯ Students demonstrate understanding through:
  - ◯ ASL
  - ◯ English (as appropriate)
- ◯ Students are active participants (discussing, explaining, questioning, engaging)
- ◯ Students are not passive observers
- ◯ Students engage in content-based discussions with peers (not only responding to the teacher)
- ◯ Students use language to:
  - ◯ Explain ideas
  - ◯ Justify thinking
  - ◯ Ask questions
  - ◯ Build on others' ideas
- ◯ Opportunities for student-to-student interaction are intentionally built into the lesson
- ◯ Multiple students are engaged—not just a few voices

Notes:

Student Experience (Quick Look-Fors)

What is the student experiencing?

- ◯ Students have **full access to communication**
- ◯ Students understand what is being taught
- ◯ Students are using language to **think, not just receive information**

Strengths Observed

Coaching Opportunities

Notes: