

Administrator Checklist

This checklist is a high-level tool to guide administrator observation, reflection, and conversation around differentiated instruction. It is designed for flexible use—supporting both quick classroom walkthroughs and discussions with individual teachers or teams.

This tool complements the more detailed walkthrough checklists developed for each section, which allow for deeper, focused observation of specific components.

ASL/ENGLISH BILINGUAL INSTRUCTION

Planning Instruction

- ☐ Lessons include intentional planning for the use of both ASL and English.
- ☐ Clear purpose for each language is evident (e.g., concept development, vocabulary, reading/writing).
- ☐ Language use supports both content understanding and language development.

Instructional Delivery

- ☐ ASL and English are used intentionally and seamlessly, not randomly or simultaneously without purpose.
- ☐ Teachers communication is visually clear, linguistically accurate and accessible to all students.
- ☐ Teachers establish and maintain clear language boundaries that support student comprehension.
- ☐ Practices that reduce clarity are not used (e.g., unplanned Simultaneous Communication).
- ☐ Teachers model strong bilingual practices and language use for students.

Student Engagement

- ☐ Students actively use both ASL and English in meaningful ways.
- ☐ Students demonstrate understanding in:
 - ☐ ASL
 - ☐ Written English
 - ☐ Spoken English (as appropriate to the task)
- ☐ Students are active participants, not passive observers.

DIFFERENTIATED INSTRUCTION

Planning for Differentiation

- ☐ Evidence that instruction is designed to address diverse student language levels, learning profiles, and background knowledge.
- ☐ Lessons include multiple entry points so every student has access to rigorous, shared learning goals.

Instructional Supports

- ☐ Teachers provides scaffolds such as visual supports, language modeling, guided practice and chunking of content.
- ☐ Teachers adjusts language complexity, pacing and strategies based on student needs.

Responsiveness

- ☐ Teachers monitor student understanding in real time and adjusts instruction during the lesson.
- ☐ Evidence of proactive support before students experience failure.

ASSESSMENT PRACTICES

Intentional Design

- ☐ Teachers use a variety of assessments - formative checks, performance tasks and summative assessments.
- ☐ Assessments allow students to demonstrate learning in:
 - ☐ ASL
 - ☐ Written English
 - ☐ Spoken English (if appropriate)
- ☐ Assessments are aligned to learning objectives and standards.

Embedded In Instruction

- ☐ Ongoing checks for understanding are embedded throughout instruction.
- ☐ Teachers use student responses to guide immediate instructional decisions.
- ☐ Assessment is continuous—not limited to end-of-unit testing.

Student Access

- ☐ Assessment directions and tasks are fully accessible in ASL and/or English.
- ☐ Students clearly understand expectations.
- ☐ Students are able to demonstrate what they know without language barriers.

DATA USES

Collection

- ☐ Evidence that teachers collect data from multiple sources:
 - ☐ Classroom assessments
 - ☐ Observations
 - ☐ Student work
 - ☐ Formal ASL and English assessments

Analysis

- ☐ Teachers analyze student data to identify strengths, gaps, progress to inform instruction.

Instructional Decision-Making

- ☐ Instruction is adjusted based on data with targeted support aligned to identified student needs.
- ☐ Evidence that instructional changes are monitored for effectiveness.

Collaboration

- ☐ Teachers collaborate to review and discuss data.
- ☐ Instructional decisions are aligned with related service providers and student life staff when applicable.

PROFESSIONAL DEVELOPMENT & REFLECTION

Ongoing Learning

- ☐ Teachers actively participate in professional development related to:
 - ☐ ASL/English bilingual instruction
 - ☐ Assessment practices
 - ☐ Deaf education
- ☐ Teachers use student data to identify areas for growth.

Application to Practice

- ☐ Evidence that teachers apply new learning to their instruction.
- ☐ Teachers reflect on and adjust the effectiveness of their instructional practices.
- ☐ Instruction is adjusted to improve student outcomes.

Collaboration & Growth

- ☐ Teachers engage in:
- ☐ Professional learning communities
 - ☐ Peer collaboration
 - ☐ Teachers actively seek and respond to feedback.

Coaching Questions

Use these questions to guide coaching conversations with teachers and teams following your observation.

- *What patterns of strength are you seeing in your students' use of ASL and English — and how are you building on those in your instruction?*
- *Where are you noticing gaps in student understanding, and what instructional adjustments have you tried or are you considering?*
- *How are you applying what you've learned in professional development in your classroom — what's working and what support would help you go deeper?*
- *How are you staying aligned with related service providers and student life staff to support your students consistently across settings?*
- *What is one change you've made recently based on student data — and how do you know it's making a difference?*