



# Teacher Checklist

This checklist is a self-reflection tool for teachers working with Deaf and Hard of Hearing students. Use it to examine your practice across bilingual instruction, differentiation, assessment, data use, and professional growth. The prompts at the end of each section invite you to think critically about your impact and identify next steps to improve your instructional practices.

## ASL/ENGLISH BILINGUAL INSTRUCTION

### Planning Language Use

- ☐ I intentionally plan for the use of both ASL and English within each lesson.
- ☐ I define the purpose of each language (e.g., concept development, vocabulary, reading/writing).
- ☐ I ensure language use supports both content understanding and language development.

### Instructional Delivery

- ☐ I use ASL and English intentionally and seamlessly, not randomly or simultaneously without purpose.
- ☐ My communication is visually clear, linguistically accurate and accessible to all students.
- ☐ I avoid practices that reduce clarity (e.g., use of Simultaneous Communication during instruction).
- ☐ I model strong bilingual practices for students.

### Student Engagement

- ☐ Students actively use both ASL and English in meaningful ways.
- ☐ Students demonstrate understanding in ASL and English as appropriate to the task.
- ☐ Students are active language users, not passive observers.

*How do I know my use of ASL and English is purposeful and not defaulting to habit?  
Are my students using both languages actively — or am I doing most of the language work?*

## DIFFERENTIATED INSTRUCTION

### Planning for Differentiation

- ☐ I anticipate diverse student needs including language levels, learning profiles, and background knowledge.
- ☐ I design lessons with multiple entry points so all students can access rigorous content.

## Instructional Supports

- ☐ I provide scaffolds such as visual supports, language modeling, guided practice and chunking of content.
- ☐ I adjust language complexity, pacing, and instructional strategies based on student needs.

## Responsiveness

- ☐ I monitor student understanding in real time and adjust instruction during the lesson.
- ☐ I proactively support students before they experience failure.

*Am I proactively planning differentiation or only responding after a student shows they are struggling?  
How do I know my supports/strategies are building independence rather than creating reliance?*

## ASSESSMENT PRACTICES

### Assessment Design

- ☐ I use a variety of assessments - formative checks, performance tasks and summative assessments.
- ☐ Assessments allow students to demonstrate learning in ASL and/or English.
- ☐ Assessments are aligned to learning objectives and standards.

### Embedded Assessment

- ☐ I regularly check for understanding throughout instruction.
- ☐ I use student responses to guide immediate instructional decisions.
- ☐ Assessment is ongoing—not limited to end-of-unit testing.

### Student Access

- ☐ Assessment directions and tasks are fully accessible in ASL and/or English.
- ☐ Students understand what is being asked of them.
- ☐ Students are able to demonstrate what they truly know.

*Are my assessments truly showing me what students know — or are they measuring compliance and conformity?*

*How am I using formative data to change what I do next throughout my instructional plans?*

## DATA USES

### Data Collection

- ☐ I collect data from multiple sources - classroom assessments, observations, student work, and formal ASL and English assessments.

### Data Analysis

- ☐ I regularly analyze student data to identify strengths, gaps and progress over time.

### Instructional Decision-Making

- ☐ I adjust instruction based on data.
- ☐ I provide targeted supports aligned to identified needs.
- ☐ I monitor whether instructional changes are having the intended effect.

### Collaboration

- ☐ I collaborate with team members, including related service providers and student life staff, to review and align instructional decisions based on shared data.

*How recently have I used data to make an intentional change in my instruction?*

*Am I looking at ASL and English data together — or reviewing/presenting them separately?*

## PROFESSIONAL DEVELOPMENT & REFLECTION

### Ongoing Learning

- ☐ I actively participate in professional development related to ASL/English bilingual instruction, assessment practices and Deaf Education.
- ☐ I use student data to identify areas for my own growth.

### Application to Practice

- ☐ I apply new learning directly to my instruction.
- ☐ I reflect on the effectiveness of my teaching practices.
- ☐ I adjust my instruction to better support student outcomes.

### Collaboration & Growth

- ☐ I engage in professional learning communities, peer collaboration, and feedback cycles.
- ☐ I actively seek feedback to improve my instructional practices.

*How am I applying what I've learned in professional development directly in my classroom?*

*What does my student data tell me about my next area of professional growth?*