



# Administrator Checklist

This checklist supports administrators in evaluating instructional technology across the program. Use it to identify strengths, gaps, and next steps in ensuring technology is accessible, intentionally integrated, and advancing ASL/English bilingual learning.

## Availability of Instructional Technology

### Access & Infrastructure

- ☐ All classrooms are equipped with reliable, up-to-date technology
- ☐ Technology supports ASL video, visual learning, and interactive instruction
- ☐ Devices and tools are consistently available to both staff and students

### Equity of Access

- ☐ Technology access is consistent across classrooms and programs
- ☐ Students have equitable access to devices and digital tools
- ☐ Technology supports full participation for all students

## Integration of Technology into Instruction

### Instructional Use

- ☐ Technology is regularly embedded into instruction, not used as an add-on
- ☐ Tools support bilingual learning in both ASL and English
- ☐ Technology enhances differentiation and student engagement

### Consistency

- ☐ Technology use is consistent across classrooms and grade levels
- ☐ Teachers use technology to support, not replace, effective instruction

## Effective & Ethical Use of AI in ASL/English Bilingual Education

### Strategic Use

- ☐ AI tools are used to support visual learning, concept development, English literacy and lesson planning
- ☐ AI use aligns with bilingual instructional goals

## Ethical Use

- ☐ AI is used to support, not replace, authentic ASL modeling
- ☐ Deaf perspectives and human interaction remain central
- ☐ Staff understand appropriate and responsible AI use

## Professional Development for Technology Use

### Access to Training

- ☐ Ongoing professional development is provided on technology use
- ☐ Training is aligned to instructional goals and student needs

### Staff Capacity

- ☐ Staff demonstrate confidence and skill in using technology
- ☐ Professional development supports innovation and continuous improvement
- ☐ Data from observations and feedback is used to guide professional development planning

## Student Engagement and Digital Literacy

### Student Use of Technology

- ☐ Students use technology regularly to support learning
- ☐ Students engage with tools for communication, collaboration, and content

### Independence & Skill Development

- ☐ Students demonstrate independence in using technology
- ☐ Students use technology to support both ASL and English development
- ☐ Digital literacy skills are intentionally developed

## Program-Level Reflection

### After completing this review, consider:

- Is technology used consistently across classrooms?
- Does technology clearly support bilingual learning and access?
- Are there gaps in access, training, or implementation?
- Are students using technology as active learners, not passive users?
- Does technology use reflect the school's instructional vision?

