INSTRUCTIONAL TECHNOLOGY

CLERC CENTER
AT GALLAUDET

Overview Tip Sheet

This tip sheet outlines key indicators of intentional, accessible, and bilingual instructional technology use in an ASL/English bilingual program — use it as a quick reference to understand what strong practice looks like across classrooms and grade levels.

These practices shape how students access content, develop digital literacy, and use technology to support ASL and English learning.

1

Availability of Instructional Technology

All classrooms are equipped with accessible, reliable technology that supports ASL video, visual learning, and interactive instruction. Technology is consistently available and seamlessly integrated into daily teaching and learning.

2

Integration of Technology into Instruction

Technology is embedded into instruction in purposeful ways that support bilingual learning, differentiation, and student engagement. Tools are used to enhance, not replace, effective teaching practices.

3

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

AI and emerging technologies are used strategically to support visual learning, concept development, English literacy, and lesson design. Use of AI is intentional and ethical, supporting instruction without replacing authentic ASL modeling, Deaf perspectives, or human interaction.

4

Professional Development for Technology Use

Ongoing, data-informed professional development ensures staff are confident and skilled in using technology to support Deaf/HH learners. Educators are empowered to innovate and continuously refine their use of tools.

5

Student Engagement and Digital Literacy

Students independently and effectively use technology and AI to support learning, communication, and collaboration. Digital literacy skills are developed alongside bilingual language skills.