



TEACHER CHECKLIST

This checklist supports teachers in planning, delivering, and reflecting on the use of instructional technology to ensure it enhances access, engagement, and ASL/English bilingual learning. Use it before, during, and after instruction to guide intentional and effective technology use.

BEFORE THE LESSON

Planning for Access & Integration

- ☐ I have planned how technology will be used during the lesson
- ☐ Technology aligns to the lesson goal
- ☐ Tools support ASL, visual learning, and/or English literacy
- ☐ Technology enhances instruction
- ☐ Technology supports student engagement and understanding
- ☐ Technology aligns to bilingual learning goals

AI Integration

- ☐ AI is being used to support planning or learning
- ☐ AI use is intentional and appropriate
- ☐ AI will not replace ASL modeling or student interaction

Student Access

- ☐ Technology is accessible to all students
- ☐ Students know how to use the tools
- ☐ Supports are in place for independent use

DURING THE LESSON

Instructional Use & Student Engagement

- ☐ Technology is embedded in the lesson, not used as an add-on
- ☐ I am using tools to support understanding and engagement
- ☐ Students are actively using technology to communicate, collaborate, or demonstrate learning

Bilingual Access

- ☐ Technology supports ASL and/or English development
- ☐ Students are using technology to access or express ideas in one or both languages

AI Use

- ☐ AI is supporting learning, not replacing interaction
- ☐ AI use is appropriate and aligned to lesson goals

AFTER THE LESSON

Ask Yourself

- ☐ Did technology improve access and understanding for the students?
- ☐ Were students engaged and using technology independently?
- ☐ Did students use technology in meaningful ways to demonstrate their learning?
- ☐ How well did my use of technology support both ASL and English development?
- ☐ Am I using AI intentionally and ethically to ensure it supports authentic ASL modeling and human interactions?

Next Steps for Continuous Improvement

- ☐ I have identified one adjustment to improve how I integrate technology into bilingual instruction
- ☐ I have identified additional supports students may need for independent technology use
- ☐ I have noted professional development or coaching needs related to technology use