

Administrator Walkthrough Form Direct Instruction

WHAT IS THE TOD DOING WITH THE STUDENT?

(ASL/English Bilingual Emphasis)

Use this tool to guide observations of itinerant Teacher of the Deaf (TOD) sessions and provide feedback on ASL/English bilingual instruction, language modeling, student access, and collaboration with the general education team. Language use is focused on development of both ASL and English languages.

Teacher: _____ Student(s): _____

Date/Time: _____ School/Classroom: _____

Setting: ☐ Direct Service ☐ General Ed Classroom

☐ Consultation ☐ Other: _____

A. Bilingual Language Instruction (ASL/English)

Look FOR (what you should SEE):

- ☐ Teacher uses clear, fluent ASL not simultaneous communication or word-for-word signing
- ☐ Teacher explicitly connects ASL to English, showing how concepts are expressed in both languages (e.g., "in ASL we show it this way, in English we write it this way")
- ☐ Student signs, explains, or retells ideas in ASL
- ☐ Student completes an English task (reading/writing) that builds on prior ASL discussion
- ☐ Instruction intentionally uses ASL and English to reinforce and build skills across both languages

Where to LOOK:

- Direct instruction session (table work, small group)
- Student work (writing, responses)
- Interaction between teacher and student

B. Academic Support (Beyond Tutoring)

Look FOR (what you should SEE):

- ☐ Teacher explains concepts in ASL, rather than just helping students complete work
- ☐ Teacher uses visual supports including pictures, diagrams, graphic organizers, and written key words paired with ASL
- ☐ Teacher asks student to explain the idea in ASL and/or English, not just give an answer
- ☐ Instruction is differentiated to meet student's communication, language and learning needs

Where to LOOK:

- Teacher's materials (visuals, notes)
- Student responses (can they explain, not just finish?)
- Teacher-student interactions (direct communication happening?)

C. IEP-Driven Instruction

Look FOR (what you should SEE):

- ☐ Instruction is directly connected to the student's IEP goals
- ☐ Teacher references student progress data during or around the session
- ☐ Evidence of IEP goals being actively addressed — not general academic support

Where to LOOK:

- Lesson plans
- Teacher notes
- Conversation with TOD

D. Learning Strategies and Self-Advocacy

Look FOR (what you should SEE):

- ☐ Student asks for repetition, clarification, and/or help
- ☐ Student requests visual support (e.g., "write it," "show me")
- ☐ Student checks understanding before starting work
- ☐ Student looks at and responds to the teacher (not only interpreter)

Where to LOOK:

- Student behavior during instruction
- Interactions with teacher and/or interpreter

E. Reading Comprehension

Look FOR (what you should SEE):

- ☐ Teacher discusses content in ASL before reading
- ☐ Student explains or retells content in ASL
- ☐ Student then completes an English task (writing, answering questions)
- ☐ Evidence of comprehension strategies include summarizing written text or creating visualization of text (e.g., drawing, describing)

Where to LOOK:

- Before/during reading activities
- Video documentation of signed explanations from students
- Student written work

F. Social Skills

Look FOR (what you should SEE):

- ☐ Student uses visual attention strategies (e.g., eye contact, tapping, waving)
- ☐ Student participates in conversation or structured interaction
- ☐ Teacher explicitly teaches desired skills or models communication strategies

Where to LOOK:

- Small group interactions
- Role-play or guided practice
- Classroom participation (if in general education setting)