

Administrator Walkthrough Form Direct Instruction

WHAT IS THE TOD DOING WITH THE STUDENT?

(Spoken Language Emphasis)

Use this tool to guide observations of itinerant Teacher of the Deaf (TOD) sessions and provide feedback on spoken language instruction, auditory access, student participation, and collaboration with the general education team.

Teacher: _____ Student(s): _____

Date/Time: _____ School/Classroom: _____

Setting: ☐ Direct Service ☐ General Ed Classroom
☐ Consultation ☐ Other: _____

Spoken Language Development

Look FOR (what you should SEE/HEAR):

- ☐ Teacher provides clear spoken language models with appropriate pacing and articulation
- ☐ Student is actively listening and responding, not just copying utterances or nodding
- ☐ Teacher checks for accurate auditory comprehension, not just surface-level confirmation
- ☐ Student is encouraged to repeat, paraphrase, or explain verbally to demonstrate their understanding

Where to LOOK:

- Teacher-student interaction
- Student verbal responses
- Moments when new information is introduced

Academic Support

Look FOR (what you should SEE/HEAR):

- ☐ Teacher explains vocabulary and concepts explicitly rather than restating them
- ☐ Student is able to explain their understanding in their own words
- ☐ Student is given opportunities to use new vocabulary in context
- ☐ Teacher connects spoken language to reading and writing tasks
- ☐ Visual supports are used to reinforce listening skills

Where to LOOK:

- Instructional materials
- Student responses (spoken and written)

Learning Strategies and Self-Advocacy

Look FOR (what you should SEE/HEAR):

- ☐ Student asks for repetition or clarification when needed (e.g., "Can you say that again?", "What does that mean?")
- ☐ Student indicates when they did not hear or understand auditory input
- ☐ Student manages hearing technology appropriately (if appropriate or when applicable)

Where to LOOK:

- Student participation during spoken instruction
- Moments of communication breakdown or confusion

Listening and Reading Comprehension

Look FOR (what you should SEE/HEAR):

- ☐ Teacher previews content and key vocabulary before tasks
- ☐ Student can retell or summarize utilizing spoken language appropriately
- ☐ Teacher checks understanding through open-ended questions and paraphrasing
- ☐ Student connects what they heard to what they read and what they write

Where to LOOK:

- During instruction and questioning
- Student spoken and written responses

Social Communication

Look FOR (what you should SEE/HEAR):

- ☐ Student participates in conversations with peers with reciprocity
- ☐ Student uses strategies including asking for repetition and clarifying misunderstandings
- ☐ Teacher models and provides structured practice of conversation skills

Where to LOOK:

- Group work
- Informal interactions
- Structured practice opportunities