ITINERANT TEACHERS

CLERC CENTER
AT GALLAUDET

Administrator Walkthrough Form: Student Outcomes: Transfer, Identity, and Inclusion

(ASL/English Bilingual Emphasis)

Use this tool to guide observations of student outcomes related to skill transfer, independence, Deaf identity development, bilingual language growth, and inclusion. The focus is on how effectively the student applies skills across settings, accesses learning opportunities, develops confidence in ASL and English, and experiences a sense of belonging within the school community.

Teacher: _____ **Student(s):** _____

Date/Time: _____ **School/Classroom:** _____

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

A. Skill Transfer and Generalization: *How effectively is the student applying skills across settings?*

Look FOR (what you should SEE):

Application of Skills

- ◯ Student independently uses skills taught during TOD sessions in the general education classroom
- ◯ Student demonstrates strategies previously taught by the TOD without prompting
- ◯ Student applies communication, language, self-advocacy, literacy, or access skills during authentic classroom tasks
- ◯ Student uses skills during authentic classroom tasks rather than only during pull-out support

Independence and Access

- ◯ Student demonstrates increasing independence over time, requiring less adult prompting
- ◯ Student uses accommodations, supports, or self-advocacy skills appropriately
- ◯ Student can explain or demonstrate strategies that help them access instruction

Where to LOOK:

- Classroom instruction
- Small-group work
- Independent work time
- Specials/electives
- Peer interactions
- Assessment situations

B. Deaf-Bilingual Identity Development: *Is the student's Deaf identity affirmed and bilingual confidence growing?*

Look FOR (what you should SEE):

Deaf Identity Development

- ◯ Student demonstrates confidence and a positive sense of self as a Deaf or hard of hearing person
- ◯ Student recognizes Deafness as an identity and cultural experience rather than a deficit
- ◯ Student can identify Deaf role models, experiences, history, or community connections appropriate to their age

ASL and Bilingual Confidence

- ◯ Student uses ASL comfortably and confidently with peers and adults
- ◯ Student moves flexibly between ASL and English depending on task and context
- ◯ Student demonstrates growing competence in ASL and English
- ◯ Student views bilingualism as a strength and asset

Inclusion and Belonging

- ◯ Student actively participates in classroom discussions and activities
- ◯ Student engages meaningfully with peers
- ◯ Student has opportunities to contribute, lead, or take on advocacy roles within the learning community
- ◯ Student is not socially isolated due to communication barriers

Access to Deaf Community and Peer Connections

- ◯ Student interacts with Deaf peers and/or Deaf adults when available
- ◯ Student has opportunities to learn about Deaf culture and community
- ◯ Student sees positive representations of Deaf people within the educational environment
- ◯ Student demonstrates a sense of connection to both Deaf and hearing communities as appropriate to their age and experience

Where to LOOK:

- Student participation during instruction
- Peer interactions
- Lunch, recess, and unstructured times
- Student discussions about self and identity
- Classroom materials and displays
- Student leadership opportunities
- Interactions with Deaf adults and role models