

Teacher Checklist

Direct Instruction

(ASL/English Bilingual Emphasis)

Use this checklist to reflect on the quality of ASL/English bilingual instruction, language facilitation, academic support, self-advocacy development, and IEP implementation during direct service sessions.

Bilingual Language Instruction (ASL/English)

- ☐ I provide clear, fluent ASL models throughout instruction
- ☐ I intentionally connect ASL and English by helping students understand how concepts are expressed in each language
- ☐ I create opportunities for students to discuss, explain, retell, or demonstrate understanding in ASL
- ☐ I use ASL as a foundation for English literacy activities when appropriate
- ☐ I intentionally support growth in both ASL and English rather than focusing on only one language

Ask Yourself

- Where in my instruction am I creating the strongest connections between ASL and English, where could those connections be more intentional?
- How am I ensuring students have genuine opportunities to use both languages?

Academic Support

- ☐ I focus on teaching concepts, language, and strategies rather than simply helping students complete assignments
- ☐ I use visual supports such as diagrams, graphic organizers, pictures, demonstrations, and written supports
- ☐ I ask students to explain their thinking and demonstrate understanding
- ☐ I adapt instruction based on the student's language, communication, and learning needs
- ☐ I intentionally build skills that students can apply in the classroom independently

Ask Yourself

- How am I building towards student independence and what would it look like for students to apply these skills without my support?

IEP-Driven Instruction

- ☐ My instruction is clearly connected to the student's IEP goals
- ☐ I use student performance data to guide instruction
- ☐ I monitor progress toward IEP goals on a regular basis
- ☐ I can explain how today's lesson supports the student's identified needs
- ☐ I collect evidence that demonstrates student growth

Ask Yourself

- How clearly can I connect today's instruction to this student's IEP goals and what evidence am I collecting to show progress?

Learning Strategies and Self-Advocacy

- ☐ I explicitly teach self-advocacy skills
- ☐ I provide opportunities for students to request clarification, repetition, or support
- ☐ I teach students how to identify when they do not understand
- ☐ I encourage students to use accommodations and communication supports independently
- ☐ I provide opportunities for students to reflect on what helps them learn successfully

Ask Yourself

- What opportunities am I building for students to reflect on their own learning and access strategies?

Reading Comprehension and Language Development

- ☐ I activate background knowledge and build understanding before reading
- ☐ I provide opportunities for students to discuss content in ASL before engaging with English text
- ☐ I teach comprehension strategies such as summarizing, predicting, questioning, visualizing, and making connections
- ☐ I provide opportunities for students to demonstrate understanding through ASL, English, or both
- ☐ I intentionally connect language development to literacy instruction

Ask Yourself

- How am I using ASL to build comprehension before students engage with English text and how do I follow that through into literacy instruction?

Social Communication and Interaction Skills

- ☐ I explicitly teach visual communication strategies
- ☐ I model effective communication behaviors
- ☐ I provide opportunities for students to practice communication skills with peers and adults
- ☐ I support students in developing conversational, collaborative, and self-advocacy skills
- ☐ I reinforce communication strategies that promote successful participation across settings

Ask Yourself

- How am I reinforcing communication strategies beyond the direct service session and how do I know students are applying them in other settings?