



Administrator Checklist

This checklist is a leadership tool for monitoring program-wide language use practices — use it to ensure ASL and English are implemented intentionally, consistently, and in alignment with a strong bilingual program vision across all environments.

Program Wide Language Planning

Systems & Implementation

- ☐ A comprehensive language plan is documented, clearly communicated to all staff, and actively implemented across all settings
- ☐ The plan outlines clear expectations for ASL and English use across environments
- ☐ Leadership consistently reinforces expectations and monitors implementation

Review & Alignment

- ☐ The language plan is regularly reviewed and updated using data
- ☐ Language practices are aligned across classrooms, dorms, and schoolwide settings

Balanced Use of ASL and English

Schoolwide Practice

- ☐ ASL is consistently used across all environments as a primary language of access
- ☐ English is incorporated intentionally within a bilingual framework
- ☐ Language use is consistent across classrooms, common areas, and non-instructional settings

Student Experience

- ☐ Students regularly access, produce, and demonstrate learning in both ASL and English
- ☐ Students demonstrate comfort navigating between both languages across settings and contexts

Language Modeling by Staff

Staff Language Use

- ☐ Staff demonstrate strong, fluent ASL appropriate for their role and student population
- ☐ Communication with students is direct and does not rely on others to mediate
- ☐ Staff adjust their language to match student language levels, age, developmental needs, and communication preferences

Intentional Modeling

- ☐ Language used by staff is culturally affirming and supports student identity development
- ☐ Modeling of both ASL and English is consistent, accurate and observable across all staff interactions and settings

Classroom and Program Language Supports

Access Supports

- ☐ Visual and linguistic supports (e.g., visual aids, anchor charts, and bilingual resources) are embedded across environments
- ☐ Supports are proactive and designed for student independence

Programwide Consistency

- ☐ Language supports extend beyond classrooms to dorms, hallways, and school events
- ☐ Students can independently access content and communication across available supports

Progress Monitoring and Adjustments

Data Collection and Use

- ☐ ASL and English language data is systematically collected using both formal and informal measures
- ☐ Data is regularly reviewed by teams to identify strengths, gaps, and trends
- ☐ Instruction and supports are adjusted based on student language progress
- ☐ Language growth is monitored equitably for all students—not only select groups

Intentional Bilingual Instructional Approaches

Instructional Practice

- ☐ Teachers intentionally plan for and use bilingual strategies (e.g., chaining, translation, bridging, language separation)
- ☐ One language is deliberately used to support understanding and development in the other

Consistency & Depth

- ☐ Bilingual strategies are embedded in daily instruction—not occasional or supplemental
- ☐ Practices are consistent across classrooms and grade levels
- ☐ Students demonstrate deeper understanding through purposeful use of both languages

Student-Centered Outcomes

- ☐ Students demonstrate measurable growth in both ASL and English
- ☐ Students can access instruction and communication across all environments without language barriers
- ☐ Students independently use both languages for learning and interaction and self-expression
- ☐ Students experience a consistent, intentional bilingual environment schoolwide
- ☐ Students demonstrate confidence and strong identity as bilingual learners

Administrator Look-Fors (Quick Walkthrough Indicators)

During a visit, ask yourself:

- ☐ Is ASL clearly present and consistently used for communication and instruction across all settings?
- ☐ Are both ASL and English being used intentionally to support learning?
- ☐ Are students actively understanding and engaging in both languages—not just present?
- ☐ Do staff model strong, fluent, and culturally affirming language?
- ☐ Are language supports visible and helping students access content independently?
- ☐ Would a visitor clearly recognize this as an intentional bilingual environment?