



Teacher Checklist

This checklist supports teachers in planning and delivering intentional, bilingual instruction — use it during lesson planning, instruction, and reflection to ensure language use is consistent, accessible, and responsive to every student's needs.

Language Planning and Intent

- ☐ I have a clear plan for how ASL and English will be used in this lesson, including when and why
- ☐ My language use aligns with the school's language plan and bilingual program expectations
- ☐ My language choices are deliberate and purposeful
- ☐ I have anticipated where students may need language support and planned for it proactively

Balanced Use of ASL and English

- ☐ Students will have opportunities to access content in both ASL and English during this lesson
- ☐ Students can express their understanding in ASL and/or English as appropriate to the task
- ☐ Both languages are used purposefully to support learning, each serving a distinct role
- ☐ All students can access both languages at their current level throughout the lesson

Language Modeling

- ☐ I am using clear, fluent ASL appropriate for my students' language levels, age, and content complexity
- ☐ My language use is culturally affirming and reinforces students' bilingual identity
- ☐ I model both ASL and English accurately and consistently throughout all interactions

Language Supports

- ☐ Visual supports, such as charts and modeled examples, are planned and in place before the lesson begins
- ☐ Supports help students understand content, connect ASL and English, and work more independently
- ☐ Supports reflect both ASL and English and are accessible to all students

Intentional Bilingual Strategies

- ☐ I am using at least one intentional bilingual strategy such as chaining, sandwiching, bridging or translation (free or literal)
- ☐ I am deliberately using one language to strengthen understanding and development in the other
- ☐ My use of bilingual strategies is planned and embedded in instruction
- ☐ Bilingual strategies are consistent and observable throughout the lesson

Student Access and Engagement

- ☐ All students can clearly understand what is being taught and can demonstrate that understanding
- ☐ Students are actively participating, asking questions and engaging with content in both languages
- ☐ Every student has full access to instruction, language is not a barrier for any learner

Progress Monitoring and Adjustment

- ☐ I am checking for understanding throughout the lesson using both ASL and English
- ☐ I adjust my instruction in real time based on student responses and language needs
- ☐ I take note of student language strengths and needs to inform future planning

Continuous Improvement

After the lesson, reflect on the following:

- Did all students have full access to the lesson in both languages?
- Which bilingual strategies were most effective — and how do I know?
- Which students needed more language support, and what will I adjust next time?
- Was my language use truly intentional, or did I default to habit at any point?
- What is one specific change I will make to strengthen bilingual instruction in my next lesson?