

Administrator Checklist

This checklist supports administrators in reviewing curriculum materials across the program — use it to identify patterns, gaps, and next steps in ensuring materials are aligned, accessible, culturally responsive, and supportive of ASL/English bilingual development.

Curriculum Alignment

- ☐ Curriculum materials align to grade-level standards across content areas and support clear, rigorous learning goals
- ☐ Deaf/hard of hearing-specific and general education curricula are intentionally integrated—not used in isolation
- ☐ Materials reflect high expectations and are designed to challenge, support, and engage all learners

ASL and English Integration

- ☐ Materials support instruction in both ASL and English across all content areas
- ☐ English materials are adapted for accessibility through visuals, chunking, and other supports
- ☐ There is evidence of a clear plan for how content will be delivered in ASL
- ☐ Materials allow student to access and demonstrate learning in one or both languages with evidence of one language being used to strengthen the other

Accessibility

- ☐ Materials are visually clear and support student comprehension across settings
- ☐ Key concepts are reinforced with models, visuals, or concrete examples
- ☐ Materials are designed to support increasing student independence
- ☐ Language demands are appropriate for students' current levels

Differentiation

- ☐ Materials can be adjusted to support the range of learners across classrooms
- ☐ Evidence exists of materials being used to adjust language and supports for access to grade-level content
- ☐ Evidence exists of materials being used to extend learning and deepen understanding for students who are ready
- ☐ Scaffolds are aligned to student language and learning levels

Deaf Culture and Perspectives

- ☐ Materials reflect Deaf culture, history, and contributions in meaningful and authentic ways
- ☐ Content portrays Deaf individuals and the Deaf community with strength, agency and dignity and avoids deficit-based perspectives
- ☐ Representation of Deaf perspectives is integrated throughout the curriculum—not isolated or occasional

Quality and Relevance

- ☐ Materials promote deep understanding and meaningful application of content not just task completion
- ☐ Content is relevant and connected to students' lives, identities and real-world contexts
- ☐ Materials support critical thinking and require students to engage actively with ideas

Program-Level Reflection

After completing this review, consider:

- Are curriculum materials consistent in quality, alignment, and access across classrooms and grade levels?
- Where are the gaps in representation, bilingual access, or rigor — and what is driving them?
- Do materials collectively reflect the school's bilingual and Deaf-centered vision?
- What needs to be adapted, replaced, or strengthened to better serve all learners?