



Leadership Guide

This reflective tool helps leaders assess the quality, alignment, and accessibility of instructional materials across the program. Leaders can use it to identify patterns in material selection and use, guide coaching and professional learning, and move from isolated or unadapted use of materials toward a cohesive, rigorous, schoolwide approach that promotes access, strengthens ASL/English bilingual development, and reflects Deaf-centered practices.

KEY COMPONENTS:

1. Curriculum Alignment
2. ASL and English Integration
3. Accessibility
4. Differentiation
5. Deaf Culture and Perspectives
6. Quality and Relevance

Improvement Recommendations by Rating Level

IF YOUR PROGRAM IS EMERGING:

- Assess current curriculum materials across classrooms for alignment and consistency
- Identify over-reliance on general education curriculum only, with no specific adaptations for deaf and hard of hearing students
- Begin introducing expectations for aligning materials to grade-level standards and developmental needs
- Identify gaps in accessibility, including lack of visuals, scaffolds, or language supports
- Begin incorporating ASL alongside English in materials and instruction
- Introduce the importance of adapting materials for deaf and hard of hearing learners
- Begin incorporating basic Deaf culture representation and perspectives in materials
- Provide initial guidance on how materials can support both ASL and English use

Leadership Move: Move from unadapted or inconsistent use of materials to establishing expectations for alignment, access, and Deaf-centered practices.

IF YOUR PROGRAM IS DEVELOPING:

- Increase intentional integration of deaf and hard of hearing-specific materials alongside general education curriculum
- Support teachers in adapting materials to improve access and comprehension
- Strengthen alignment between materials, lesson objectives, and grade-level standards — addressing gaps across subjects and classrooms
- Increase availability and consistency of ASL and English supports within materials
- Begin embedding Deaf culture and perspectives more regularly and meaningfully into lessons and materials
- Introduce expectations for differentiation within materials (access, challenge, and scaffolds)
- Provide professional development on adapting materials for bilingual learners

Leadership Move: Shift from inconsistent adaptation to more intentional and aligned use of materials across classrooms.

IF YOUR PROGRAM IS PROFICIENT:

- Ensure curriculum consistently includes both deaf and hard of hearing-specific resources and general education materials, ensuring access and grade-level alignment
- Ensure curriculum materials and learning goals are consistently aligned to grade-level standards and adapted to meet developmental levels
- Strengthen intentional integration of ASL and English within materials to support bilingual access and dual-language learning across content areas
- Ensure materials are accessible and support independent student engagement
- Ensure materials are accessible and differentiated to meet diverse communication and learning needs
- Ensure Deaf culture and perspectives are regularly and meaningfully included in lessons and materials across content areas
- Use data and observation to identify patterns in material effectiveness and guide improvements
- Align material use across classrooms to ensure consistent student experience schoolwide

Leadership Move: Move from consistent practice to intentional alignment that ensures all students experience rigorous, accessible, and culturally relevant materials.

IF YOUR PROGRAM IS EXEMPLARY:

- Ensure curricula designed for deaf and hard of hearing learners and general education curricula are intentionally integrated, fully aligned, bilingual, and responsive to the needs of all learners
- Ensure curriculum materials and learning goals are fully aligned with grade-level standards and thoughtfully differentiated to challenge, support, and engage all learners
- Maintain seamless integration of ASL and English across all content areas, promoting balanced language development and conceptual understanding
- Ensure curriculum is highly flexible, fully accessible, and proactively differentiated to maximize engagement and achievement
- Fully embed Deaf culture, history, and perspectives throughout the curriculum, allowing students to explore identity, leadership, and community engagement in authentic ways
- Support teachers in designing and refining materials that maximize both access and rigor
- Monitor impact of materials used during instruction on student engagement, access to content, and academic and language outcomes
- Continuously refine materials based on data, student needs, and instructional goals
- Share effective curriculum practices with other programs or districts

Leadership Move: Lead with precision by sustaining a system where instruction, assessment and professional learning continuously evolve together to drive growth in both ASL and English.