



Teacher Checklist

This checklist supports teachers in selecting and adapting curriculum materials to ensure they are aligned, accessible, and responsive to deaf and hard of hearing learners. Use it during planning and reflection to ensure materials promote bilingual development, reflect Deaf perspectives, and support all students in accessing grade-level content.

Curriculum Alignment

- ☐ Materials align to grade-level standards and support the lesson's learning goals
- ☐ Content is appropriate for students' developmental levels
- ☐ Deaf/hard of hearing-specific and general education materials are intentionally connected and used together
- ☐ Materials reflect high expectations — students are challenged to think, apply, and engage deeply with content.

ASL and English Integration

- ☐ Materials support use of both ASL and English across the lesson
- ☐ English materials are accessible through adapted text, visuals, chunking or other supports
- ☐ I have planned how to present content and explore content in ASL
- ☐ Students can engage with and respond to content in one or both languages as appropriate to the task

Accessibility

- ☐ Materials are visually clear, well-organized, and easy for students to navigate
- ☐ Key concepts are supported with visuals, models, or concrete examples
- ☐ Language demands are appropriate for students' current levels
- ☐ Students can access materials independently or with minimal support

Differentiation

- ☐ Materials can be adjusted to meet the range of learners in my classroom
- ☐ I have options for adjusting language and supports to ensure access to grade-level content
- ☐ I have options for extending learning to deepen understanding and challenge thinking
- ☐ Scaffolds are aligned to students' language and learning levels

Deaf Culture and Perspectives

- ☐ Materials reflect Deaf culture, experiences, or contributions in meaningful and authentic ways
- ☐ Content portrays Deaf individuals and the Deaf community with strength, agency, and dignity and avoids deficit-based perspectives
- ☐ Students can see themselves and their community authentically represented in curriculum materials

Quality and Relevance

- ☐ Materials are engaging, relevant, and connected to students' lives and experiences
- ☐ Content supports deep understanding and meaningful application—not only recall or surface-level tasks
- ☐ Materials connect to real-world contexts that are meaningful to deaf and hard of hearing students

Continuous Improvement

After the lesson, reflect on the following:

- Are my materials truly aligned to grade-level expectations — or have I reduced rigor in the name of access?
- How well do my materials reflect ASL and Deaf culture — or am I relying primarily on English-based resources?
- Are all students able to engage with the materials, or are some students consistently dependent on adult support?
- What is one adjustment I can make to better connect curriculum materials to students' identities and experiences?