CLERC CENTER AT GALLAUDET

Leadership Role Guide: Language Planning

(ASL–English Bilingual Programs)

Purpose: Clarify how leadership ensures consistent, intentional, and sustainable language planning across classrooms—rather than relying on individual effort.

1. Standards & Program Expectations

- ◯ Ensure teachers have access to state content standards and K–12 ASL Standards
- ◯ Clearly articulate program-wide expectations for bilingual language planning
- ◯ lIdentify priority language outcomes aligned to the program's philosophy
- ◯ Provide guidance on translating standards into student-friendly language goals
- ◯ Ensure expectations are consistent across grade levels and content areas

Leadership Look-Fors:

- ◯ Shared language planning templates
- ◯ Common understanding of ASL/English roles

2. Curriculum & Instructional Alignment

- ◯ Ensure language planning aligns with school-approved curricula
- ◯ Support teachers in adapting curriculum materials to meet bilingual goals
- ◯ Clarify when and how ASL and English are expected to be used instructionally
- ◯ Prevent language planning from becoming optional or inconsistent

Leadership Look-Fors:

- ◯ Language goals embedded in unit plans
- ◯ Consistent terminology across teams

3. Unit-Level Language Planning

- ◯ Require language planning at the unit level, not just daily lessons
- ◯ Ensure teachers identify:Ensured themes build conceptual understanding over time
  - ◯ Language of instruction
  - ◯ Language of student expression
  - ◯ Support planning for both receptive and expressive language development
  - ◯ Ensure plans reflect intentional bilingual decision-making

Leadership Look-Fors:

- ◯ Units include ASL and English goals
- ◯ Clear rationale for language choices

4. ASL & English Use in Practice

- ◯ Establish program-wide norms for ASL and English use
- ◯ Support teachers in modeling strong bilingual practices
- ◯ Clarify when interpreters are appropriate—and when they are not
- ◯ Address inconsistencies or confusion proactively

Leadership Look-Fors:

- ◯ Predictable language access for students
- ◯ Reduced reliance on individual teacher interpretation

5. Materials, Media, and Resources

- ◯ Ensure access to ASL resources and captioned media
- ◯ Allocate funds for bilingual instructional materials
- ◯ Vet materials for alignment with language and identity goals
- ◯ Avoid overreliance on inaccessible or English-only resources

Leadership Look-Fors:

- ◯ ASL content integrated into instruction
- ◯ Captioning consistently present

6. Visual Supports & Language Scaffolds

- ◯ Expect purposeful use of:
  - ◯ Anchor charts
  - ◯ Visual vocabulary supports
  - ◯ Language frames
  - ◯ Support teachers in planning for visual permanence
  - ◯ Ensure supports remain visible and referenced over time

Leadership Look-Fors:

- ◯ Visuals aligned to instruction, not decoration
- ◯ Consistent use across classrooms

7. Assessment & Evidence of Language Learning

- ◯ Ensure assessments allow students to demonstrate learning in:
  - ◯ ASL
  - ◯ English
  - ◯ Support development of bilingual assessment practices
  - ◯ Ensure assessment methods align with language goals

Leadership Look-Fors:

- ◯ ASL products valued as evidence
- ◯ Clear criteria for bilingual performance

8. Professional Learning & Coaching

- ◯ Provide PD focused on bilingual language planning
- ◯ Use walkthroughs and coaching conversations to reinforce expectations
- ◯ Create safe structures for feedback and growth
- ◯ Support new staff in understanding language planning expectations

Leadership Look-Fors:

- ◯ Shared PD language
- ◯ Reduced variability across classrooms

9. Monitoring, Reflection, and Continuous Improvement

- ◯ Use common tools to monitor language planning across classrooms
- ◯ Analyze trends (not individuals) to guide next steps
- ◯ Create space for teacher reflection and revision
- ◯ Adjust expectations based on student outcomes and data

Leadership Look-Fors:

- ◯ Program-level reflection
- ◯ Continuous improvement cycles

10. Accountability & Program Identity

- ◯ Reinforce that language planning is a program expectation, not a preference
- ◯ Model bilingual practices in meetings and communication
- ◯ Address non-compliance constructively and consistently
- ◯ Celebrate effective language planning publicly

Leadership Look-Fors:

- ◯ Alignment between words and actions
- ◯ Clear, visible leadership modeling

NOTES