



Leadership Guide

This reflective support tool helps leadership teams assess the alignment between their vision, systems, instruction, accountability, and culture. It supports a shift from reactive or inconsistent leadership practices toward a coherent, schoolwide approach that sustains ASL/English bilingual education and keeps student success at the center.

KEY COMPONENTS:

- Vision and Philosophy
- Policy and Decision Making
- Instructional Leadership
- Teacher and Staff Evaluations
- School Culture and Climate
- Community and Family Engagement
- ASL Use and Implementation
- Financial Leadership and Resource Allocation

Improvement Recommendations by Rating Level

IF YOUR PROGRAM IS EMERGING:

- Clarify and communicate the school's ASL/English bilingual vision and philosophy
- Assess whether current leadership decisions align with bilingual program goals
- Review policies and identify areas where language access and bilingual priorities are absent and inconsistent
- Begin establishing clear expectations for ASL/English bilingual instructional practices
- Increase leadership visibility in classrooms and instructional discussions
- Develop consistent timelines and structures for teacher and staff evaluations
- Identify gaps in school culture related to language access, Deaf culture, and belonging
- Increase bilingual communication with families and community members
- Establish basic systems for monitoring implementation of policies and expectations
- Review current budget decisions for alignment to bilingual program needs

Leadership Move: Build the conditions for bilingual leadership by naming the vision, identifying gaps, and establishing the structures the program needs to grow.

IF YOUR PROGRAM IS DEVELOPING:

- Strengthen alignment between the bilingual vision and daily leadership decisions
- Ensure policies and procedures more consistently reflect bilingual access and instructional priorities
- Prioritize instructional leadership through walkthroughs, feedback and collaborative planning
- Improve consistency and quality of teacher and staff evaluations with feedback that is specific, actionable and connected to bilingual instructional practices
- Expand professional learning opportunities related to bilingual pedagogy and Deaf-centered practices
- Increase visible celebration of ASL, Deaf culture, and bilingual identity across the school
- Strengthen systems for bilingual family communication and engagement
- Develop more consistent accountability systems for policy implementation and instructional expectations
- Increase resource allocation to support bilingual programming and student access

Leadership Move: Move from awareness to consistency, building leadership habits and systems that make bilingual expectations the norm rather than the exception.

IF YOUR PROGRAM IS PROFICIENT:

- Regularly review policies, staffing, and systems through a bilingual access lens
- Maintain strong instructional leadership through observations, coaching, and collaborative planning across departments and grade levels
- Protect instructional time and reinforce expectations for bilingual pedagogy and language modeling
- Ensure evaluations consistently strengthen instructional practice and staff growth
- Sustain a positive school culture where ASL, Deaf culture, and bilingualism are visibly valued and lived daily
- Maintain strong partnerships with families and Deaf community organizations
- Use monitoring systems and data to proactively address concerns and strengthen implementation
- Assess financial decisions for long-term alignment with bilingual program goals and ensure resources support staffing, accessibility, instructional materials, and student services

Leadership Move: Shift from managing a program that works to leading one that improves, using data, collaboration and accountability to deepen impact across every area.

IF YOUR PROGRAM IS EXEMPLARY:

- Lead and advocate for systemic change that advances ASL/English bilingual education beyond the school community
- Coach, mentor, and model exemplary bilingual leadership and instructional practices
- Continuously refine leadership systems and practices using data, stakeholder feedback, and program outcomes
- Ensure evaluation and accountability systems build staff capacity and reinforce continuous improvement for bilingual outcomes
- Sustain a culture where bilingualism and Deaf identity are central to how the school operates
- Empower students, families, and staff as active leaders and advocates within the program
- Use monitoring systems proactively to identify trends, strengthen implementation, and address barriers
- Strategically invest in initiatives that strengthen long-term ASL/English bilingual outcomes
- Share effective leadership practices and contribute to field advancement in Deaf Education

Leadership Move: Lead from strength, using the program's excellence as a platform to deepen impact, develop others, and advance the field.