



SELF-ASSESSMENT CHECKLIST

ASL/ENGLISH BILINGUAL EDUCATION

This checklist supports leadership teams in assessing how well their program reflects exemplary ASL/English bilingual leadership practices. Use it to identify strengths, guide planning, and prioritize next steps toward full alignment with the program's Deaf-centered bilingual vision.

Vision and Philosophy

- ☐ We have a clearly articulated Deaf-centered ASL/English bilingual vision that is consistently communicated across the program.
- ☐ Our leadership decisions and long-term planning consistently reflect the bilingual vision and philosophy.
- ☐ Staff can clearly explain how the school's vision shapes instructional and operational practices.
- ☐ Students and families understand the school's bilingual philosophy and what it means for teaching and learning.
- ☐ We actively advocate for ASL/English bilingual education beyond our school community.
- ☐ Leadership actions consistently reinforce full language access as a student right.

Policy and Decision Making

- ☐ Policies and procedures consistently prioritize full language access and bilingual development, and are regularly reviewed for effectiveness.
- ☐ Leadership proactively identifies and removes barriers to accessibility and participation.
- ☐ Decisions are informed by research, student outcomes, stakeholder feedback, and bilingual best practices.
- ☐ Policies reflect Deaf-centered values rather than compliance-only approaches.
- ☐ Decision-making processes are transparent and consistently applied.
- ☐ Student success is kept at the center of every policy and planning decision.

Instructional Leadership

- ☐ Leadership regularly observes classrooms with a focus on ASL/English bilingual instructional practices.
- ☐ Leaders provide specific, actionable feedback connected to bilingual pedagogy and language planning.
- ☐ Professional development priorities align to ASL/English bilingual instruction and Deaf-centered practices.
- ☐ Leadership models strong bilingual instructional practices when supporting staff.
- ☐ Collaborative instructional conversations occur regularly across departments and grade levels.
- ☐ Leadership uses instructional data to identify patterns and guide program improvement.

Teacher and Staff Evaluations

- ☐ Evaluation systems clearly define expectations for ASL/English bilingual instruction and language modeling.
- ☐ Teacher evaluations include observation of language use, accessibility, and bilingual instructional strategies.
- ☐ Staff evaluations reinforce Deaf-centered and bilingual program expectations.
- ☐ Feedback provided to staff is specific, actionable, and growth-oriented.
- ☐ Evaluation processes are consistent across classrooms and departments.
- ☐ Evaluation results are used to guide professional growth and leadership follows through on identified areas for improvement.

School Culture and Climate

- ☐ ASL and Deaf culture are visibly and consistently valued throughout the school environment.
- ☐ Students experience a strong sense of belonging, empowerment, and identity development.
- ☐ Leadership fosters an inclusive respectful school climate where all members of the community feel valued.
- ☐ Staff model culturally and linguistically respectful interactions with students, families and colleagues.
- ☐ Students and staff experience full communication access across settings.
- ☐ Leadership intentionally builds trust and collaboration across the school community.
- ☐ Schoolwide practices consistently reinforce Deaf-centered bilingual values.

Community and Family Engagement

- ☐ Communication with families is accessible, timely, and culturally responsive.
- ☐ Families are treated as partners and actively engaged in the educational process and school decision-making.
- ☐ Leadership provides opportunities for families to learn about ASL/English bilingual education and how to support their child at home.
- ☐ The school maintains active, on-going partnerships with the Deaf community that go beyond isolated events.
- ☐ Families feel welcomed and respected, as members of the school community.

ASL Use and Implementation

- ☐ Clear expectations exist for ASL use, bilingual instruction, and accessibility across the program.
- ☐ Leadership regularly monitors implementation of bilingual instructional practices.
- ☐ Systems are in place to address inconsistencies and leadership follows through promptly when expectations are not met.
- ☐ Accountability conversations are timely and focused on growth and solutions.
- ☐ Data and observations are used to guide improvement efforts.
- ☐ Accountability systems promote continuous improvement rather than isolated one-time compliance checks.

Financial Leadership and Resource Allocation

- ☐ Budget decisions consistently align with the school's ASL/English bilingual vision and program goals.
- ☐ Resources are strategically allocated to strengthen bilingual instruction, accessibility, and staffing.
- ☐ Funding priorities support staff development, instructional resources, and student needs.
- ☐ Leadership strategically invests in initiatives that improve bilingual outcomes.
- ☐ Financial decisions are transparent and connected to measurable program outcomes.
- ☐ Leadership plans for long-term sustainability of bilingual initiatives and adjust resource allocation based on program data.