

TIP SHEET

Leadership reflects how school leaders establish, model, and sustain a Deaf-centered ASL/English bilingual vision across all aspects of the program. Strong leadership ensures that policies, instructional practices, accountability systems, school culture, and resource allocation consistently support full language access, bilingual development, and positive outcomes for deaf students.

1

Vision and Philosophy

Leaders establish and communicate a clear Deaf-centered ASL/English bilingual vision that guides decision-making, instructional priorities, and long-term program development. The vision is consistently reinforced through decisions, structures, and expectations leaders uphold across the school community.

2

Policy and Decision Making

Policies and decisions prioritize full language access, equity, and bilingual development for students, families and staff. Leaders proactively address barriers, and ensure all systems reflect the values and goals of the program, keeping student success at the center of every decision.

3

Instructional Leadership

Leaders actively support high-quality ASL/English bilingual instruction through coaching, modeling, professional development, classroom observations, and collaborative problem-solving. This work builds capacity and drives continuous growth in bilingual teaching practices.

4

Teacher and Staff Evaluations

Evaluation systems reinforce clear expectations for ASL/English bilingual education and Deaf-centered practices. Feedback is specific and actionable, growth-oriented, and used to strengthen instructional quality, language modeling, accessibility, and staff development across the program.

5

School Culture and Climate

Leadership fosters a positive, inclusive, and linguistically accessible environment where Deaf identity, ASL, and bilingualism are valued and celebrated. Students, staff, and families experience belonging, respect, and shared ownership of the school community.

6

Community and Family Engagement

Leaders build authentic partnerships with families and the Deaf community through accessible communication, collaboration, and shared decision-making. Families are empowered as advocates and full participants in their child's bilingual journey.

7

ASL Use and Implementation

Leaders establish clear systems to monitor ASL/English bilingual expectations across classrooms and school environments. Ongoing observations, feedback, and follow-through ensure consistent language access, instructional quality, and alignment with program goals.

8

Financial Leadership and Resource Allocation

Resources are strategically allocated to support ASL/English bilingual programming, professional development, accessibility, staffing, and student success. Financial decisions consistently reflect the program's vision and ensure the conditions for strong bilingual outcomes are sustained over time.