

ADMINISTRATOR CHECKLIST

This checklist serves as a leadership tool for monitoring program-wide progress in establishing a strong Deaf-centered program identity. It supports administrators in ensuring that practices across environments are aligned, intentional, and advancing toward full access and exemplary ASL/English bilingual implementation.

Representation of Deaf Role Models

Visibility & Integration

- ☐ Deaf role models are visibly represented across the school (classrooms, hallways, materials, displays)
- ☐ Deaf professionals are regularly present and engaged in the school community
- ☐ Representation reflects diverse Deaf identities, backgrounds, and experiences

Student Interaction

- ☐ Students have frequent, meaningful opportunities to interact with Deaf adults
- ☐ Deaf role models are integrated into instruction, events, and daily school life
- ☐ Interactions go beyond one-time events and are sustained over time

Incorporation of Deaf Culture and History

Environment & Shared Spaces

- ☐ Deaf culture and history are prominently displayed throughout the school (visuals, timelines, artifacts)
- ☐ Displays are current, relevant, and connected to student learning
- ☐ Shared spaces reflect Deaf-centered values and experiences

Schoolwide Programming

- ☐ Programming that highlights Deaf culture, history and contributions is embedded in the school calendar (not limited to isolated events)
- ☐ Events actively involve members of the Deaf community
- ☐ Deaf culture and history are integrated into instructional priorities, not treated as a supplement

ASL Recognition and Use Across School

Language Environment

- ☐ ASL is consistently used across all environments (classrooms, hallways, offices, dorms, events)
- ☐ Communication is visually accessible and inclusive in all settings
- ☐ Staff model strong, fluent ASL appropriate for their role

Bilingual Culture

- ☐ ASL and English are both recognized and valued as essential languages of the school
- ☐ Bilingual communication is visible (signage, announcements, materials)
- ☐ Language use reflects intentional bilingual practices, not convenience or habit

Deaf Community Engagement

Partnerships

- ☐ The school maintains ongoing partnerships with Deaf community organizations and individuals
- ☐ Community members are regularly invited into the school as collaborators and contributors, not just guests

Student Connection

- ☐ Students participate in Deaf community events, activities, or networks beyond the school setting
- ☐ Community engagement opportunities intentionally support students' identity development and sense of belonging

Student Opportunities for Leadership and Advocacy

Leadership Development

- ☐ Students are provided structured accessible opportunities to take on leadership roles
- ☐ Students are actively supported in developing advocacy and self-advocacy skills

Student Voice & Impact

- ☐ Students contribute meaningfully to school decision-making processes
- ☐ Student-led initiatives are supported and celebrated by staff
- ☐ Student ideas visibly influence school practices, policies, or programming

Student-Centered Outcomes

- ☐ Students demonstrate a strong sense of Deaf identity and belonging
- ☐ Students engage confidently with Deaf adults and peers in school and community spaces
- ☐ Students take initiative as leaders and advocates within and beyond school setting
- ☐ Students experience a school culture that reflects and affirms Deaf-centered values

Administrator Look-Fors (Quick Walkthrough Indicators)

During a visit, ask yourself:

- ☐ Are Deaf role models visible and actively engaged in the school?
- ☐ Does the environment clearly reflect Deaf culture and history?
- ☐ Is ASL consistently used and normalized across all settings?
- ☐ Are there clear connections between the school and the Deaf community?
- ☐ Are students taking on leadership roles and influencing their environment?
- ☐ Would a visitor clearly recognize this as a Deaf-centered program?

Strengths Observed