PROGRAM IDENTITY

CLERC CENTER
AT GALLAUDET

Deaf Centered Practice: Administrator Walkthrough Checklist

This is a practical tool for observing representation, language use, culture, community engagement, and student leadership to ensure program identity is reflected in daily practice—not just in mission statements

1. Representation of Deaf Role Models

- ◯ Deaf adults are visible and active across the school (staff, guests, leadership roles)
- ◯ Students interact with Deaf role models in authentic, meaningful ways
- ◯ Representation reflects a range of Deaf identities and pathways
- ◯ Deaf professionals are positioned as leaders and experts

2. Deaf Culture & History in Shared Spaces

- ◯ Deaf culture and history are visible in hallways, common areas, and shared spaces
- ◯ Schoolwide events and programming intentionally include Deaf cultural content
- ◯ Deaf community members are involved in planning or participating in events
- ◯ Deaf culture is treated as foundational, not supplemental

3. ASL Recognition and Use Across the School

- ◯ ASL is consistently used in classrooms, common areas, and school events
- ◯ Staff model respect for ASL as a full language
- ◯ Visual communication norms are supported school-wide
- ◯ Bilingual communication is celebrated and normalized in all spaces

4. Deaf Community Engagement

- ◯ The school maintains active partnerships with Deaf organizations or networks
- ◯ Students participate in Deaf community events or initiatives
- ◯ Community engagement is ongoing and reciprocal
- ◯ The school acts as a bridge between students and the Deaf community

5. Student Leadership & Advocacy

- ◯ Students have formal and informal leadership roles
- ◯ Student-led initiatives influence school practices or programming
- ◯ Students are supported in advocacy efforts within or beyond the school
- ◯ Leadership opportunities are intentionally cultivated and sustained

NOTES