



Deaf-Centered Practice: Teacher Checklist

1. Representation of Deaf Role Models

- ☐ Deaf adults are regularly visible in classroom materials (videos, books, examples, guest interactions)
- ☐ Instruction includes stories, experiences, or expertise shared by Deaf adults
- ☐ Students have opportunities to interact directly with Deaf role models (in person or virtually)
- ☐ Deaf role models represent diverse identities, backgrounds, and pathways

2. Deaf Culture & History Integration

- ☐ Deaf culture and history are referenced during instruction—not limited to special events
- ☐ Classroom discussions include Deaf history, values, and norms as part of learning
- ☐ Visuals and materials reflect Deaf culture in accurate and respectful ways
- ☐ Students are encouraged to make connections between Deaf culture and their own experiences

3. ASL Recognition and Use

- ☐ ASL is consistently used as a language of instruction and discussion
- ☐ ASL is modeled intentionally and accurately throughout lessons
- ☐ Students are encouraged to express ideas fully in ASL
- ☐ ASL is treated as a complete language—not a support for English

4. Deaf Community Engagement

- ☐ Students learn about the Deaf community beyond the school setting
- ☐ Classroom activities connect to Deaf community events, organizations, or leaders
- ☐ Students discuss how Deaf communities function locally or nationally
- ☐ Community engagement is framed as ongoing, not one-time

5. Student Leadership & Advocacy

- ☐ Students are given meaningful roles to lead, present, or advocate
- ☐ Students' voices are centered in discussions and decision-making
- ☐ Students practice self-advocacy and peer advocacy skills
- ☐ Leadership opportunities are accessible to many students—not just a few

NOTES