

Iowa Department of Administrative Services – Human Resources Enterprise  
Job Classification Description

## ASL Specialist

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### Definition

Provides support and guidance to deaf and hard-of-hearing students in American Sign Language acquisition, development, and improvement of knowledge and skills. Guides staff on American Sign Language supports for deaf and hard-of-hearing students; works with the educational and outreach departments and reports to the Director of Outreach; performs related work as required.

*The work examples and competencies listed below are for illustrative purposes only and not intended to be the primary basis for position classification decisions.*

### Work Examples

Travels statewide to provide ASL assessments, consultation, and IEP support for deaf and hard-of-hearing students.

Assesses deaf and hard-of-hearing students' social and academic ASL language fluency.

Reports results of individual assessments on deaf and hard of hearing student IEPs, and prepare summary reports for the Department of Education.

Recommends goals for ASL progress.

Consults with educational teams on the language needs of deaf and hard-of-hearing students.

Participates in the IEP process including attending IEP meetings, sharing ASL assessment data, developing goals, and monitoring ASL progress.

Serves as an ASL coach for staff and students.

Provides ASL intervention for deaf and hard-of-hearing students as needed to support adequate progress.

Supports teachers and staff in developing and implementing appropriate language accommodations in the classroom.

Collaborates with the outreach team in the planning and coordination of statewide events to promote awareness of ASL and Deaf culture.

Participates in the curation and development of ASL lessons on a variety of topics and train and assist educational staff in using them.

Performs other duties and responsibilities as assigned by outreach.

### Competencies Required

Knowledge:

- Customer and Personal Service – Principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.

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- Law and Government – Laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process.
  - English Language – The structure and content of the English language, including the meaning and spelling of words, rules of composition, and grammar.
  - Clerical Procedures – Word processing, managing files and records, designing forms, and other office procedures and terminology.
  - Education and Training – Principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.

**Abilities:**

- Law and Government – Understand and adhere to applicable laws, legal codes, administrative rules, and regulations.
- Clerical – Maintain complex clerical records.
- Written Expression – Communicate information and ideas in writing so others will understand.
- Deductive Reasoning – Apply general rules to specific problems to produce answers that make sense.
- Inductive Reasoning – Combine pieces of information to form general rules or conclusions.
- Information Ordering – Arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
- Problem Sensitivity – Tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
- Fluency of Ideas – Come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).
- Originality – Come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.

**Skills:**

- Active Listening – Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- Critical Thinking – Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- Reading Comprehension – Understanding written sentences and paragraphs in work related documents.
- Writing – Communicating effectively in writing as appropriate for the needs of the audience.
- Negotiation – Bringing others together and trying to reconcile differences.
- Active Learning – Understanding the implications of new information for both current and future problem-solving and decision-making.
- Judgment and Decision Making – Considering the relative costs and benefits of potential actions to choose the most appropriate one.

- Service Orientation – Actively looking for ways to help people.
- Complex Problem Solving – Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.

### **Minimum Qualification Requirements**

Applicants must meet at least one of the following minimum requirements to qualify for positions in this job classification:

- 1) All of the following (a and b):
  - a. Graduation from an accredited four-year college or university with a Master's degree in ASL linguistics, Deaf education, or related field; and
  - b. Possession of a current Iowa Teaching Certificate.
- 2) All of the following (a and b):
  - a. Graduation from an accredited four-year college or university with a Master's degree in ASL linguistics, Deaf education, or related field; and
  - b. Possession of a current ASLTA certification.

### **Notes**

Travel may be required for positions in this class. Employees must arrange transportation to and from assigned work areas.

*Effective date: 07/23 KC*