

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

## Sign Language Instructor

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### Definition

Under the supervision of the Outreach Coordinator, provides sign language and Deaf cultural instruction to staff, parents, and others at ISD and throughout the State; 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

Provides Deaf cultural instruction to employees through group in-services, workshops, and individual consultations.

Develops a curriculum and lesson plans that are aimed toward assisting staff with the development of cultural awareness.

Develops and teaches an introduction to Deaf culture for new staff hires.

Provides consultation to administrators and supervisors on creating culturally appropriate meeting environments, campus improvements, and technological enhancements.

Assists with conducting and evaluating Sign Language Proficiency Interviews.

Provides employees with information, counseling, and advice concerning ways in which employees can improve signing skills. Informs employees about educational opportunities and materials available at ISD and in the surrounding community.

Assists with maintaining a library of instructional materials and various aids for learning sign language.

Assists with translating web-based content into ASL and serves as a sign model for web-based content.

Consults with the academic and dormitory programs to develop information in ASL for internal and external consumption.

Assists with producing community outreach materials in ASL.

### 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.
- 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.
- Instructing – Teaching others how to do something. 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.
- Learning Strategies – Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things. 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**

Graduation from an accredited four-year college or university with a degree in ASL linguistics, interpreting, Deaf education, or related field, and experience equal to two years of full-time work in teaching sign language.

*Effective date: 07/23 KC*