

**PLEASANTVILLE PUBLIC SCHOOLS  
PLEASANTVILLE, NEW JERSEY  
JOB DESCRIPTION**

**Instruction/Curriculum**

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**TITLE: PIRT SPECIALIST**

**QUALIFICATIONS:**

1. Hold a New Jersey instructional certificate, educational services certificate, and other appropriate endorsement(s) (N.J.A.C. 6:11-6.1, 6.2, or 8.1 et seq.) in accordance with the requirements of N.J.S.A. 18A:27.1 et seq., and N.J.A.C. Title 6 Chapter 11. , in one of the following areas:
  - a. Learning Disabilities Teacher Consultant endorsement (N.J.A.C. 6:11-11.13) and other appropriate endorsement(s) in accordance with the requirements of N.J.A.C. 6:11-10.1 et seq.. (Learning Disabilities Teacher Consultant)
  - b. School Psychologist endorsement (N.J.A.C. 6: 11-11.12) and other appropriate endorsement(s) in accordance with the requirements of N.J.A.C. 6: 11-10.1 et seq.. (School Psychologist)
  - c. School Social Worker endorsement (N.J.A.C. 6:11-11.8) and other appropriate endorsement(s) in accordance with the requirements of N.J.A.C. 6:11-10.1 et seq.
  - d. Speech Language Specialist endorsement (N.J.A.C. 6:11-11.9) and other appropriate endorsement(s) in accordance with the requirements of N.J.A.C. 6:11-10.1 et seq.. (Speech Language Specialist)
  - e. Hold a New Jersey instructional certificate in accordance with the requirements of N.J.S.A. 18A:27:1 et seq., and N.J.A.C. Title 6 Chapter 11 with appropriate special education endorsement(s) (N.J.A.C. 6:11-8.3) and other endorsements for the position held (N.J.A.C. 6:11- 6.1, 6.2, or 8.1 et seq.) (Special Education Teacher)
  - f. Hold a valid New Jersey educational services certificate in accordance with the requirements of N.J.S.A. 18A:27.1 et seq., and N.J.A.C. Title 6 Chapter 11 with a school psychologist endorsement (N.J.A.C. 6:11-11.12) and other appropriate endorsement(s) in accordance with the requirements of N.J.A.C. 6:11-10.1 et seq.. (Behavioral Therapist)
2. Have excellent experience in teaching and/or working with Pre-K children.
3. Have the ability to assist preschool staff in addressing children's persistent challenging behaviors.
4. Demonstrate knowledge and understanding of early childhood education, child growth and development, effective instructional strategies, classroom management, learning assessment and diagnosis, and research related to learning and students needing to learn early childhood education.
5. Have knowledge and training in early childhood education, child development, the district chosen curriculum, and the four levels of the Pyramid Model and Positive Behavior Supports
6. Exhibit positive interpersonal skills to relate well with students, staff, administration, parents, and the community.
7. Ability to maintain a positive learning environment.
8. Strong interpersonal and communication skills.
9. Current residency in New Jersey, approved residency waiver or candidate agrees to obtain residency within one year of employment.
10. Demonstrate the ability to communicate effectively and concisely in English, both orally and in writing, using proper grammar and vocabulary.
11. Have excellent integrity and demonstrate good moral character and initiative. Demonstrate the ability to use electronic equipment for work processing, data management, information retrieval, visual presentations, and telecommunications.
12. Provide proof of U.S. citizenship or legal resident alien status by completing Federal Form I-9 in compliance with the Immigration Reform and Control Act of 1986.
13. Provide evidence that a criminal record history check has been conducted and clearance has been given by the Department of

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Education. During the initial six month period provide a sworn statement that the individual has not been convicted of a crime or a disorderly person's offense in accordance with 18A:6- 7.1.

14. Provide evidence that health is adequate to fulfill the job functions and responsibilities with reasonable accommodation pursuant to 42 U.S.C. 12101 and in accordance with N.J.A.C. 6:3-4A.4
15. Pass the state required Mantoux Intradermal Tuberculin Test as required by N.J.A.C. 6:3-4A.4.
16. Meet such alternates to the above qualifications, as the Superintendent may deem appropriate, acceptable and legal.

**REPORTS TO:** Principal and/or Designated Administrator

### **JOB GOAL:**

The Preschool Intervention and Referral Specialist -Early Childhood Education consults with Master Teachers and Pre-K classroom teachers to adapt and modify teaching practices to help preschool children meet the Preschool Standards, as required by N.J.A.C. 6A: 13A-4.4. Assumes professional responsibility for providing learning experiences and supervision of assigned young students in a supportive and positive classroom climate in the early childhood program that develops in each child the skills, attitudes, and knowledge to provide a good foundation for continued education, following the approved curricula and directives of the school. In addition, they will strive to meet the highly effective criteria for the preparation of lesson plans, the use of data to drive instruction, the delivering of quality instruction, addressing the needs of diverse learners through differentiation, classroom environment, leadership, and professionalism. Achieving academic excellence requires that the Pre-K staff to work collaboratively with other members of the school staff and with parents of each child.

### **PERFORMANCE RESPONSIBILITIES:**

1. Establish high standards and expectations for young children for academic performance and responsibility for behavior.
2. Display the highest ethical and professional behavior and standards when working with students, parents, school personnel, and other agencies associated with the school.
3. Provide support and suggested interventions to preschool teachers, families and other preschool and Early Childhood personnel so that all children can succeed within the general education classrooms.
4. Provide professional development to Early Childhood staff, classroom teachers, paraprofessionals, special education support staff, administrative staff, and parent and families on the district's social and emotional curriculum, CSEFEL, TACSEI and the four levels of the pyramid model including PBS, the district's PIRT Protocol and Request for Assistant (RFA).
5. Coordinate the administration of a developmentally based screening such as the Early Screening Inventory-Revised.
6. Establish a PIRT assistance Protocol including a Request for Assistance (RFA) form.
7. Establish and manage a case file for each child with an RFA, including a PIRT Intervention Plan if needed.
8. Conduct classroom visits to observe, coach, model strategies, make verbal and written recommendations, and provide feedback regarding a child's Intervention Plan.
9. Modify and adapt a child's Intervention Plan throughout the year as necessary.
10. Evaluate the progress of the child and, if necessary, facilitate a written referral to the school district Child Study Team as set forth in NJ.AC 6A:14.
11. Facilitate the transition of all PIRT case files to kindergarten and CST as necessary.
12. Make classroom visitations: model coach and provide feedback to teachers.
13. Develop, facilitate and present staff development instruction.
14. Manage program operational needs.
15. Promotes active learning using structured and unstructured activities that foster the social, physical, cognitive and emotional developments of young pupils.
16. Plan and implement sequential age appropriate learning experiences. The learning experiences shall follow and use

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approved curricula and instructional materials.

17. Balances teacher-directed and child-initiated experiences.
18. Observes children in a variety of settings and evaluates the cognitive, social, emotional and physical skills of pupils and maintains records of progress toward stated objectives of instruction.
19. Develops and uses age-appropriate assessment tools and maintains records of pupil's development and educational progress in class record books and/or approved forms and summarizes these marks for reporting purposes.
20. Identifies pupil needs and cooperates with other professional staff members in assessing and resolving learning problems.
21. Establishes and maintains standards of pupil behavior needed to achieve a classroom climate conducive to learning.
22. Engage the learners in highly effective, differentiated learning experiences for the range of skill levels and developmental needs found in the classroom, managing, when appropriate, multiple instructional activities simultaneously.
23. Provide and effectively organize a variety of materials, equipment, media, and community resources to support the instructional program, using school-approved procedures.
24. Establish a professional rapport with students that earns their respect.
25. Communicate regularly with parents, seeking their support and advice, so as to create a cooperative relationship to support the child in the school.
26. Assess and diagnose the learning, social, and emotional needs and styles of young students, using a variety of assessment techniques and data. Plan and adjust the learning experiences accordingly, requesting advice and assistance from specialists when appropriate.
27. Assist with the preparation, monitoring, and following of Individualized Education Plans for selected students assigned to the class.
28. Employ a variety of methods for students to demonstrate learning and accomplishments. Maintain records and provide evidence of growth and progress to parents and to students.
29. Assume responsibility for all students within the school, beyond those specifically assigned, supervising in a fair and constructive manner to ensure the safety and well-being of all students.
30. Assist with extracurricular activities, supporting the total program of the school. Instruct, advise, coach, and supervise extracurricular activities, including interscholastic and intramural sports, academic competition, and fine art programs, as defined by the Collective Bargaining Agreement.
31. Attend student events to demonstrate genuine interest in the life of the students.
32. Ensure the safety and health of all students, notifying the administration of any unsafe conditions, following established procedures.
33. Work cooperatively with adults assigned to the classroom (e.g., paraprofessionals, student teachers, parents, and volunteers), establishing clear expectations for roles and responsibilities.
34. Serve as a role model for students, dressing and grooming professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the honorable profession of teaching.
35. Maintain positive, cooperative, and mutually supportive relationships with the administration, instructional staff, students, parents, and representatives of resource agencies within the community.
36. Attend required staff meetings and serve, as appropriate, on staff committees. Participate in curriculum and program development, and in the selection of materials and equipment to support instruction.
37. Notify immediately appropriate personnel of evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or individuals appearing to be under the influence of alcohol, controlled substances, or anabolic steroids.
38. Continue to grow professionally through collaboration with colleagues and professional growth experiences. Summarize, interpret, and disseminate current developments in learning, instructional strategies and classroom management through reading of professional journals, participation in professional development, and involvement in professional organizations.
39. Complete the required 100 clock hours of State-approved continuing professional development every five years in accordance with State and district procedures, as specified in the Professional Improvement Plan (N.J.A.C. 6:11-13).

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40. Recommend to the Principal the supplies and equipment needed to support instruction and assist with ordering, following established procedures.
41. Maintain in safe working condition and safely operate electronic and other equipment needed to carry out job functions and responsibilities.
42. Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.
43. Perform any duties that are within the scope of employment and certifications, as assigned by the Principal and assigned supervisor, and not otherwise prohibited by law or regulation.
44. Adhere to New Jersey school law, State Board of Education rules and regulations, Board of Education policies and regulations, school regulations and procedures, and contractual obligations.

### **PHYSICAL DEMANDS:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential responsibilities and functions of the job.

Unless reasonable accommodations can be made, while performing this job the staff member shall:

1. Use strength to lift items needed to perform the functions of the job.
2. Sit, stand and walk for required periods of time.
3. Speak and hear.
4. Use close vision, color vision, peripheral vision and depth perception along with the ability to focus vision.
5. Communicate effectively in English, using proper grammar and vocabulary. American Sign Language or Braille may also be considered as acceptable forms of communication.
6. Reach with hands and arms and use hands and fingers to handle objects and operate tools, computers, and/or controls.

### **ENVIRONMENTAL DEMANDS:**

The environmental demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive.

1. Exposure to a variety of childhood and adult diseases and illnesses.
2. Occasional exposure to a variety of weather conditions.
3. Exposure to heated/air conditioned and ventilated facilities.
4. Exposure to a building in which a variety of chemical substances are used for cleaning, instruction, and/or operation of equipment.
5. Function in a workplace that is usually moderately quiet but that can be noisy at times.

**TERMS OF EMPLOYMENT:** 10-month employee, salary and work year as set by the PEA Contract.

**ANNUAL EVALUATION:** Performance of this job will be evaluated annually in accordance with NJ State law and the provisions of the board's policy on evaluations

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Approved by: Pleasantville BOE

Date: October 13, 2015

Revised:

**LEGAL REFERENCES:**

N.J.S.A. 7F COMPREHENSIVE EDUCATIONAL IMPROVEMENT AND FINANCING ACT  
N.J.S.A. 18A:6-7.1 CRIMINAL HISTORY RECORD; EMPLOYEE IN REGULAR CONTACT WITH PUPILS; GROUNDS FOR DISQUALIFICATION FROM EMPLOYMENT; EXCEPTION  
N.J.S.A. 18A:6-10 DISMISSAL AND REDUCTION IN COMPENSATION OF PERSONS UNDER TENURE IN PUBLIC SCHOOL SYSTEM  
N.J.S.A. 18A:16-2 PHYSICAL EXAMINATIONS; REQUIREMENT  
N.J.S.A. 18A:25-2 AUTHORITY OVER PUPILS  
N.J.S.A. 18A:25-4 SCHOOL REGISTER; KEEPING  
N.J.S.A. 18A:26-1 CITIZENSHIP OF TEACHERS, ETC.  
N.J.S.A. 18A:26-1.1 RESIDENCE REQUIREMENT PROHIBITED  
N.J.S.A. 18A:26-2 CERTIFICATES REQUIRED; EXCEPTION  
N.J.S.A. 18A:27 EMPLOYMENT AND CONTRACTS  
N.J.S.A. 18A:28-3 NO TENURE FOR NONCITIZENS  
N.J.S.A. 18A:28-5 TENURE OF TEACHING STAFF MEMBERS  
N.J.S.A. 18A:28-8 NOTICE OF INTENTION TO RESIGN REQUIRED  
N.J.A.C. 18A:37 DISCIPLINE OF PUPILS  
N.J.A.C. 6A:7 MANAGING FOR EQUALITY AND EQUITY IN EDUCATION  
N.J.A.C. 6A:8 STANDARDS AND ASSESSMENT

SEE PARTICULARLY:

N.J.A.C. 6A:8-2.4 AUTHORITY FOR REQUIREMENT TO ESTABLISH EARLY CHILDHOOD EDUCATION PROGRAMS  
N.J.A.C. 6A:8-3.4 REQUIREMENTS FOR EARLY CHILDHOOD EDUCATION PROGRAMS  
N.J.A.C. 6A:9 PROFESSIONAL LICENSURE AND STANDARDS

SEE PARTICULARLY:

N.J.A.C. 6A:9-3.3 PROFESSIONAL STANDARDS FOR TEACHERS  
N.J.A.C. 6A:9B STATE BOARD OF EXAMINERS AND CERTIFICATION

SEE PARTICULARLY:

N.J.A.C. 6A:9B-5 GENERAL CERTIFICATION POLICIES  
N.J.A.C. 6A:9B-8 REQUIREMENTS FOR INSTRUCTIONAL CERTIFICATE  
N.J.A.C. 6A:9B-9 INSTRUCTIONAL CERTIFICATES  
N.J.A.C. 6A:9B-9.1 AUTHORIZATIONS-GENERAL  
N.J.A.C. 6A:9B-9.2 ENDORSEMENTS AND AUTHORIZATIONS  
N.J.A.C. 6A:9B-10 EXCEPTIONS TO REQUIREMENTS FOR THE INSTRUCTIONAL CERTIFICATE  
N.J.A.C. 6A:9C-3 REQUIRED PROFESSIONAL DEVELOPMENT FOR TEACHERS AND SCHOOL LEADERS  
N.J.A.C. 6A:10 EDUCATOR EFFECTIVENESS

SEE PARTICULARLY:

N.J.A.C. 6A:10-2.1 ET SEQ. EVALUATION OF TEACHING STAFF MEMBERS  
N.J.A.C. 6A:10-4.1 ET SEQ. COMPONENTS OF TEACHER EVALUATION  
N.J.A.C. 6A:16 PROGRAMS TO SUPPORT STUDENT DEVELOPMENT  
N.J.A.C. 6A:32-5.1 STANDARDS FOR DETERMINING SENIORITY  
N.J.A.C. 6A:32-6 SCHOOL EMPLOYEE PHYSICAL EXAMINATIONS

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N.J.A.C. 6A:32-7 STUDENT RECORDS

N.J.A.C. 6A:32-8 ATTENDANCE AND PUPIL ACCOUNTING

IMMIGRATION REFORM AND CONTROL ACT OF 1986, 8 U.S.C.A. 1100 ET SEQ.

NO CHILD LEFT BEHIND ACT OF 2001, P.L. 107-110, 20 U.S.C.A. 6301 ET. SEQ.