
Job Description

JOB TITLE:	Early Childhood Inclusion Coach
DEPARTMENT:	Special Education
REPORTS TO:	Administrator for Accountability & Program Improvement
WORK LOCATION:	Administration Building
WORK SCHEDULE:	190 days per year ; July 1st-June 30th Calendar, prioritizing school days
SALARY SCHEDULE:	Salary and benefits in accordance with Master Agreement for professional staff

QUALIFICATIONS:

- ONE of the following is required:
 - Valid Michigan teaching certificate with a ZS endorsement OR Valid Michigan teaching certificate with a ZA endorsement AND special education endorsement;
 - Full or temporary approval from the Michigan Department of Education as a School Social Worker; --OR--
 - Licensed as a Speech Language Pathologist in Michigan
- Minimum of 5 years or more working with early childhood in an inclusive model
- Experience coaching other adults in implementation of intervention strategies
- Familiarity with the Michigan Administrative Rules for Special Education
- Interpersonal skills which promote positive personal relationships with parents, staff, and community.
- Broad knowledge in the areas of child growth and development, sociology and psychology
- Preferred knowledge of Michigan Early Childhood Standards of Quality for PreK and quality assessments (PQA/CLASS), Creative Curriculum, and TS Gold Assessment.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

1. Regular and consistent attendance
2. Provide direct special education services as assigned.

3. Engages teams in collaborative problem-solving in situations where the child is not able to meaningfully engage in, or profit from, the educational experience.
4. Leads the team in development and implementation of an educationally-based intervention plan to address the child's individual needs
5. Serves as liaison between the school, the home, and the community in building and maintaining positive relationships.
6. Administer developmental screener(s) to children that are suspected of having a disability to support the development of a REED that are in GSRP, Headstart, private, community based or those who are not currently enrolled in a preschool program.
7. Collaborates with administrators, teachers, and other personnel to improve use of existing school programs and procedures as well as to plan and implement new programs and procedures related to the developmental needs of preschool aged children.
8. Coordinates or serves as a member of multidisciplinary and/or IEP teams and provides information related to assessment, progress monitoring, and goal development
9. Supports classroom staff with both prevention and crisis response.
10. Fosters skill development with classroom staff by providing professional development, modeling, and providing feedback on implementation.
11. Work with other team members to assure that goals are embedded within the general curriculum and supported throughout the day.
12. Collect data on student progress using the TS Gold system or other system the general education program utilizes as related to the students' IEP goals.
13. Maintains adequate and timely records, files, and other service and student data as required.
14. Coordinates referrals and programming with other community agencies and services
15. Collaborate with IEP Teams in providing input as needed or requested.
16. Provide leadership and support to the local early childhood community regarding best practice models and strategies to implement a high quality preschool inclusion program.
17. Participate in professional training as needed and requested by supervisor.
18. Assist in completion of the LRE rubric and provide guidance and support to providers about the continuum of settings available for preschool aged children
19. All other assigned duties as requested by the immediate supervisor.

OTHER KNOWLEDGE, SKILLS, & ABILITIES:

- Strong interpersonal and communication skills
- Ability to interpret, comprehend, and follow oral and written instructions in order to perform the duties described above.
- Strong organizational skills and the ability to work independently
- High level of discretion and integrity

The above statements are intended to describe the general nature and level of work being performed by a person in this position. They are not to be construed as an exhaustive list of all job duties that may be performed by such a person.

LANGUAGE SKILLS:

Ability to effectively present information and respond to questions from groups of administrators, staff, students, parents, and the general public. Communicate clearly and concisely both orally and in writing.

MATHEMATICAL SKILLS:

Basic math skills are required.

REASONING ABILITY:

Apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Deal with problems involving several concrete variables in standardized situations.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit and talk or hear. The employee is required to stand, walk, bend, stoop, kneel, crouch, crawl, sit on the floor, climb, balance, lift 40-50 pounds, and reach with hands and arms. Specific vision abilities required by this job include close vision and the ability to adjust focus.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment varies. Required to go outside in various types of weather.

TRAVEL:

The employee will be expected to travel to the Intermediate School District, Local District School Buildings, professional development conferences/trainings, and to other events as assigned by Supervisor.

EVALUATION:

Performance will be evaluated by the immediate supervisor in accordance with provisions established by administration/contract.

Approved By _____ Date _____
Supervisor

Received and Agreed by: _____ Date _____
Employee

Revised 6/19/2020