COPESD
TO ENGAGE LEARNERS IN WAYS THAT FOSTER GROWTH & SUCCESS

Title: Early Childhood Special Education Inclusion Teacher
FLSA: Exempt
Reports to: Director of Special Education
Updated: October 28, 2026

Position Summary

The primary role of the Early Childhood Special Education Teacher is to collaborate with educators and multidisciplinary teams to ensure that preschool students are adequately supported in the least restrictive environment and to support educators with the use of evidence-based practices. The ECSE Teacher will be an integral part of the IEP Team to identify, implement and collect data on student progress on their IEP.

Principal Duties and Responsibilities

(Essential functions in terms of the Americans with Disabilities Act)

- Provide behavior and academic coordination, training, modeling, consultation and coaching services effecting positive behavioral and academic changes in students, the preschool environment, and the larger community
- Collaborate with preschool consultants and the Multidisciplinary Evaluation Teams to develop and implement individualized educational plans for preschool students
- Model and actively work to facilitate the belief that all students can learn and will be most successful when they can remain in the typical education environment
- Aids preschools in the interpretation and use of data for the purpose of monitoring student rates of progress and adjusting interventions within the educational setting
- Ability to demonstrate facilitation skills in large and small group meetings
- Ability to develop and meet timelines for IEP Team meetings, tasks, and activities
- Capability to manage multiple assignments as well as paraprofessionals and their assignments across the ESD
- Willingness to engage in continued professional learning to enhance individual skill set related to this position
- Evidence of highly effective communication skills – both verbal and written
- Ability to organize and manage the workload in assigned preschools and meet legal mandates and timelines
- To effectively support students who are exhibiting social-emotional and/or academic challenges, by providing regional managers and preschool staff with training, strategies, modeling, and coaching to prevent and reduce educational impact
- To help foster the mindset, understanding, culture, and capacity with preschool teachers and paraprofessionals necessary to address the adverse impact of behavioral and academic challenges in a manner that encourages effective participation and support within the general education preschool setting
- To assist preschool staff with the installation and sustaining of systems and procedures that foster the collection, review and analysis of student, classroom and building behavioral and academic data, in order to effectively support successful student outcomes
- To participate in resource staffing and/or other data-based problem solving team meetings, consultations, and assessment planning meetings to inform instruction and intervention
- Act as liaison with the preschool and local school district for the purpose of building growth oriented environments and supporting individual student growth and skill development
- Assist in developing procedures and training materials for preschool staff involved with students with challenging behaviors for the purpose of enhancing programs for students and ensuring that the IEP is implemented and data collected
- Willingness to accept feedback from stakeholders, colleagues and supervisors in order to continuously improve practices related to job responsibilities

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 duties that may be performed by such a person.

Preferred Employment Qualifications

Education: Bachelor's Degree with an emphasis in early childhood special education, Master's Degree, special education certification and ZA endorsement preferred

Experience: A minimum of 3-5 years of experience working with early childhood students in an educational setting

Other Knowledge, Skills, and Abilities: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

Required:

1. Ability to maintain confidentiality with staff and sensitive information.
2. Ability to communicate in a clear, concise, professional manner in both oral and written communications.
3. Ability to effectively manage multiple tasks to meet deadlines.
4. Ability to work as part of a highly motivated, interdisciplinary team.
5. Ability to consistently and reliably perform all duties of the position.
6. Collaborate with Northeast Michigan Community Service Agency (NEMCSA), Local Education Agencies (LEA) and COPESD staff to support identified needs of students.
7. Attend Individual Education Plan (IEP) Meetings and other relevant meetings to support students on the ECSE Teacher Caseload.
8. Timely, regular and consistent daily attendance is required.

Terms of Employment

Annual Work Days: 183 days/1281 hours

Salary Scale: In accordance with the Professional Staff Contract Agreement on COPESD website

Application Deadline: November 11, 2026 (or until filled)

Application Procedure: Qualified Applicants may apply in ***hard copy or email*** with a Resume, Application (found on the COPESD website), Transcripts and Credentials to:

Mrs. Kristi WIlliams, Director of Special Education
COPESD
6065 Learning Lane
Indian River, Michigan 49749
Fax: (231) 238-8551
Email: williamsk@copesd.org

This job description is not an employment contract and should not be construed as such. Additionally, no other statement, verbal or written, is to be interpreted to constitute an employment contract or an employment relationship. Employment in professional staff positions with Cheboygan Otsego Presque Isle Educational Service District (COPESD) is not by annual contract but rather is covered by the current COP Professional Staff collective bargaining agreement and board policy.
This current job description supersedes all prior descriptions and all previous versions of the job description are null and void. This job description may be amended or modified at any time by the employer. Any such modification will be timely communicated to all affected employees.