Coaching Selection Criteria and Training

Step 1: Selection Criteria

Selecting coaches with appropriate expertise across both content and coaching functions may lead to changes in instruction and intervention delivery within tiered models (**educator level**) or teams' use of data to inform tiered instructional decisions (**systems level**). Prospective coaches should be interviewed and selected based upon these critical criteria before they are trained for coaching in a specific role:

- Coaches should be an expert in their field and should have considerable experience teaching their content or subject area (for purposes of this document, *subject area* can also refer to *behavior*).

- Coaches should be knowledgeable about MTSS and DBI.

- Coaches should be able to make the time commitment needed for the level of intensity they are providing.

- Coaches should be knowledgeable about adult learning principles and alliance-building strategies (e.g., collaborating, developing trusting relationships).

Table 8. Coaching Selection Criteria across Levels of Intensity

Level of Intensity	Selection Criteria	Examples
Low	1. Expert in subject area 2. Comprehensive knowledge of MTSS and DBI 3. Can be teachers, administrators, or instructional coaches 4. Minimal time commitment; can be changed based on availability	1. Expert mathematics teacher with knowledge of Tier 2 number sense interventions works as a one-to-one coach for the first semester with a struggling new teacher. 2. Administrator with extensive training and experience in early literacy leads a Tier 1 team teaching workshop and works with a large group of teachers for the first half of the academic year.
Medium	1. Expert in subject area 2. Comprehensive knowledge of MTSS and DBI 3. Can be teachers or instructional coaches 4. Dedicated; coaching should be consistent throughout the year, although not as frequent or individualized as high intensity	1. Expert writing teacher with extensive knowledge of MTSS and DBI coaches small group of teachers on how data can be used to transition struggling readers between different levels of instruction and intervention. The teacher leads the group for the entirety of the academic year, either during a planning period or after school. 2. Instructional coach observes a literacy teacher every other week to address concerns pertaining to Tier 1 instruction and preventative behavior management. The coach works with the same teacher for the entire year.
High	1. Expert in subject area 2. Expert knowledge of MTSS and DBI (i.e., experienced in supporting implementation) 3. Should be instructional coaches 4. Dedicated; coaching should be frequent (e.g., biweekly) and individualized	1. Expert mathematics instructional coach works individually with teacher to use data to move students between instructional tiers based on need and fit in intervention. Coach also advises teachers on best teaching practices in implementation of Tiers 1, 2, and 3 interventions. Coach works with teacher biweekly toward specific and targeted goals.

Step 2: Self-Assessment

Prior to training, prospective coaches should test their knowledge on the content and focus of coaching. By having prospective coaches complete a self-assessment, trainers can determine what needs should be addressed during coaching training.

- DBI Implementation Interview/Self-Assessment
- DBI Implementation Interview/Self-Assessment Scoring Rubric

Step 3: Coach Training and Preparation

The following are suggestions for how to train coaches for the various coaching support models. These models can be used either individually or in combination with each other.

1. **Self-Reflection and Self-Study:** This form of training represents the least commitment by the school and potentially the most commitment by the individual coach. In this form of training, the coach acknowledges his or her knowledge gaps made clear by the self-assessment and commits to individually reviewing training and research to fill these gaps.

2. **Online Learning (Modules):** Similar to self-study, online learning represents a way for coaches to independently build knowledge of coaching. Through online learning modules, coaches can target areas in which they require more knowledge.

3. **Shadowing:** Shadowing should be used for a coach who already has expert knowledge of DBI and MTSS but who needs training on how to coach. Matching a new coach with a more seasoned coach could work to help the new coach understand the social interactions involved with coaching and the logistics of being a coach.

4. **Co-Coaching:** Like shadowing, co-coaching represents a gradual reduction of supports from shadowing. The trainee can transition from shadowing to taking on partial coaching responsibilities to taking on full-time coaching responsibilities to field coach observation by outside agency or organization.