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**MTSS Coach Selection Criteria:**

While it would be ideal if coaches had prior implementation experience, that is not always possible. Coaches should be selected based on their knowledge of or willingness to learn about a MTSS model (behavior and academic supports). Consider the following criteria as a guide for selecting coaches:

* Prior knowledge about applied behavior analysis and/or believe all behavior serves a purpose and can be changed
* Believe in order to change the student’s behavior, it is necessary to change the environment and the interactions between staff and student
* Actively seek to help staff build relationships with students to increase appropriate behavior in the classroom
* Believe in intervening to prevent and reduce student misbehaviors through proactive measures
* Willing to devote additional time to learning about the research base behind an integrated MTSS model (academics and behavior and how the two are integrated)
* Aware of findings of the National Reading Panel; National Math Panel; National Research Council, and information included in IES Practice guides
* Support the use of evidence-based core reading programs that include explicit teaching in the five big ideas of early literacy (including the essential role in decoding and the use of decodable text)
* Promote the use of explicit instructional strategies to use across content areas to support adolescent learners (grades 4-12) to improve advanced decoding skills, fluency, vocabulary acquisition, comprehension, and to increase student motivation to learn content
* Support the use of evidence-based core math programs
* Support the use of research-based universal screeners as a way to measure students’ mastery of critical reading and math skills
* Respected by their colleagues
* Demonstrate effective facilitation skills
* Demonstrate a great deal of follow-through when trying to complete multiple projects at one time
* Openness to giving and receiving feedback for the purpose of developing and refining skills
* Believe that the role of the coach is to scaffold supports based on demonstrated needs and provide a gradual release of responsibilities in order to build capacity