



Pacing the timing of a group meeting of 6-8 teachers takes practice. The goal is to have teachers actively participating and complete all the activities on the agenda. Try to adhere to the times you allocate for each section so that you can fit in all of the components. Offering opportunities for members of the group to “speed share” around a focused question or setting expectations around participation (e.g., “How about we hear from two people to share how they used this skill while teaching.”) are ways to enhance pacing. It’s important that teachers have time to view videos, engage in reflection and feedback, and plan.



Developing group norms sets the expectations for the group and provides a safe space for members to have open discussions. When developing group norms, teachers can share what they want to get out of the group and what they expect from the other group members. You should review group norms at the start of each group meeting.



Whether the group meeting is in person or virtual, you want to **provide the group members with the materials** they will need to participate. These include PowerPoint handouts, reflection and feedback questions and notes, as well as the action plan. If meetings are in person, provide paper copies and pens for them to use. If conducted virtually, send these materials via email ahead of time. The group sessions also include materials for teachers to use in the classroom that should be prepared ahead of time (e.g., cut, laminate) so that they are ready to be distributed at group meetings.



Adhere to the PBC cycle. In each meeting, there are always videos (examples or teacher videos) that serve as the focused observation, opportunities for reflection and feedback related to the video, and time for writing or updating their action plan (Plan, Do, Reflect).



Group size matters! It is important to have a group that is large enough to not impact the group experience if someone is missing. For example, if you have a group of 4 people and 1 or 2 people are absent, it makes a very small group. Conversely, avoid a group that is too large as well. For example, typically 2 teachers share videos during the second set of meetings. If you have 10 teachers in a group, you will have some groups with an extra person sharing, which is difficult to accomplish within an hour. Also, when you have a group that is large, members might feel less inclined to share their reflections, feedback, and experiences OR you could have a hard time managing the sharing. A **group size of 6-8** is a good balance.



In a group context, it is important that everyone gets an **opportunity to share.** For example, your group might have members that would like to share but don’t get a chance because others are sharing their reflections each time. Set the expectation in the beginning for members to “step up/step back,” which means that they should be aware of other members in the group and allow the time for each member to share. It can be a group norm, or you can try to be aware that everyone is getting the opportunity to share.



It is important to **consider teacher needs, personalities, and the teacher’s desire to participate in group coaching** when forming groups. If you are implementing this for the first time, you might gather a group of teachers that want to be coached in this format while you are piloting the model and trying it out.