

Unlocking Group Potential to Improve Schools

Robert J. Garmston, Valerie von Frank
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Foreword by **Michael Fullan**

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Robert J. Garmston, Valerie von Frank : Unlocking Group Potential to Improve Schools before purchasing it in order to gauge whether or not it would be worth my time, and all praised Unlocking Group Potential to Improve Schools:

0 of 0 people found the following review helpful. Amazing text to accompany one's professional learning in Adaptive Schools ...By CustomerAmazing text to accompany one's professional learning in Adaptive Schools and Cognitive Coaching. It gets at the heart of WHY we need to develop "smart" teams in schools -- and not just assume that they exist because a group "gets together" a couple times per week. It's a GREAT text for a team book study, whether you're in a school as a teacher or administrator, or working for an outside organization that supports the work that

classroom teachers do on a day-to-day basis! 0 of 0 people found the following review helpful. Great, practical resource for use in meeting design and ...By Cheryl A in CaliforniaGreat, practical resource for use in meeting design and facilitation. As someone who regularly focuses on this in my work, this is one of three books that I turn to when working with site or district teams on group processes. The book is clearly organized and based on solid research that I recognize from my own work and other reliable sources. This is a resource that I use in my own work as well as suggest to teams for their growth and concrete steps that they can take to improve group dynamics, processes and performance. 0 of 5 people found the following review helpful. bought for schoolBy grglgaI bought because I had too. It was not a good book as far as I was concerned. I will not ever look at it again. I read it last year and don't remember why it was not helpful.

How great groups make great schoolsThis field book shows educators how to develop group culture, enhance facilitators' skills, and optimize the groups' most precious resource—its members. The authors describe how to form working committees, task forces, grade-level, and department teams, and faculties that are more effective and better equipped to resolve complex issues around student learning. Specific topics include: Understanding eight principles that underlie effective groups Learning the five standards for effective meetings Setting clear goals and roles Practicing new ways of talking for improved collaboration Examining perceptions and mental models Enhancing energy sources Working with conflict Developing basic facilitation skills

"Unlocking Group Potential provides the insights, conceptual foundation, precise language, and explicit processes about how groups work. The authors have an elegant and expanding understanding of the gestalt of the power, purpose, and energy of group work."--Dr. Douglas Gordon Hesbol, School District Administrator

"Becoming Group Wise is an easy to read book that includes research-supported strategies and tips to help educators use precious collaborative time to their best advantage."--Dr. Kathy Grover, Assistant Superintendent

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"An informative read for school administrators. I recommend this book for anyone who organizes or facilitates a group of people in decision making."--Pamela Maxwell, Principal (10/18/2011)

"The authors provide teachers and leaders with the tools they need to make teacher group work effective and productive."--Dr. Scott Hollinger, Executive Coach (10/18/2011)

"Those familiar with the theory of adaptive school should read this book. It provides a practical and effective approach to the development of group culture and collaborative groups."--Dr. Roberto Pamas, Principal (10/18/2011)

"The authors synthesize all the best research as well as extensive experience into a practical, easily understood and comprehensive guide for working effectively with groups. This book helps administrators to achieve maximum group participation and cohesion while maintaining the integrity of all involved." --Dr. Roberta E. Glaser, (Ret.) Assistant Superintendent (10/18/2011)

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"Dr. Garmston's work provides potent tools that leaders in our local district use every day to propel student achievement forward. This book is theoretically sound and reality-based regarding the needs of schools and their leaders. This kind of work makes systems adaptive and ready to move students, parents, and leaders into the next era of learning and achievement."--Roberto Antonio Martinez, Superintendent (12/07/2011)

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This kind of work makes systems adaptive and ready to move students, parents, and leaders into the next era of learning and achievement." (Roberto Antonio Martinez, Superintendent 2011-12-07)About the AuthorROBERT J. GARMSTON. Ed.D is an Emeritus Professor of Educational Administration at California State University, Sacramento and Founder of Facilitation Associates located in Sacramento California, Co-Founder of The Center for Cognitive Coaching and the Center for Adaptive Schools, both located in Denver Colorado. Formerly a classroom teacher, principal, director of instruction and acting superintendent, he works as an educational consultant specializing in leadership, learning, personal and organizational development. He has made presentations and conducted workshops for teachers, administrators and staff developers throughout the United States as well as in Canada, Africa, Asia, Australia, Europe and the Middle East.Bob has practiced meeting management in each of his leadership roles and for thirty years he has taught facilitation skills, presentation skills and group management to educational leaders. He taught meeting management in Copenhagen to supervisors in the World Health Organization. He studied under Michael Doyle and David Strauss, Co- Founders of the Interaction Method of Conducting Meetings. In the 1980's he formed a group in Northern California to study and refine facilitation techniques. For four years he wrote a column on managing meetings from the perspectives of presenters and facilitators for the Journal of Staff Development, a publication of the National Staff Development Council, now Learning Forward.Bob has written and co-authored a number of books including Cognitive Coaching: A Foundation for Renaissance Schools, How to Make Presentations That Teach and Transform, The Adaptive School: A Sourcebook for Collaborative Groups, A Presenters' Fieldbook: A Practical Guide, Unlocking Group Potential for School Improvement and a memoir, I Don't Do That Anymore: A Memoir of Awakening and Resilience. He has been recognized by NSDC for his contributions to staff development. His books have been translated into Arabic, Hebrew and Italian.In addition to educational clients, he has worked with diverse groups including police officers, probation officers, Court and Justice systems, Utilities Districts, The United States Air Force and the World Health Organization.Valerie von Frank has written extensively about education over several decades as a daily newspaper reporter in multiple states covering public schools and, over the last decade, for NSDC publications, including JSD, Tools for Schools, The Learning System, The Learning Principal, and T3. She is a former

editor of JSD, worked as a daily newspaper editor, served as communications director in an urban public school district, and was communications director for a Michigan nonprofit school reform organization. She is co-author with Ann Delephant of *Making Meetings Work: How to Get Started, Get Going, and Get It Done* (Corwin Press, 2007). She is currently NSDC's book editor and a freelance writer and editor.