

Rubric for Measuring Glasser Quality School Progress

| Criteria   | What it Looks Like  | Evaluation  | What it Doesn't look like  |
|--|---|---|--|
| 1. Relationships are based upon trust and respect, and all discipline problems, not incidents, have been eliminated.   | Trust between and among staff, students and parents is continuously improving due to visible efforts by all parties. Discipline incidents are seen as learning opportunities to improve behavior and relationships. Relationships are built and maintained in a variety of ways; Professional Learning Teams, cooperative learning, classroom meetings, community service, peer tutoring and mentoring of both students and staff. Parents feel welcome and are active partners in the school community and the learning process. Choice Theory and the Seven Connecting Habits (listening, supporting, encouraging, respecting, trusting, accepting and always negotiating disagreements) form the basis for all relationships. Lead Management has replaced Laissez-Faire Management and Boss Management. (See Dr. Glasser's book, "The Quality School: Managing Students without Coercion.") | <p>1. Not even close because:</p> <p>2. Have begun the process by:</p> <p>3. In Progress because:</p> <p>4. Almost there, still need to:</p> <p>5. Achieved, we know because:</p> | Students and staff do not trust each other, are reluctant to cooperate, seem self-centered and have relationships that are exclusive of the whole, (i.e. cliques or gangs.) They are often critical and demeaning to each other. Discipline problems are the norm and are exhausting everyone involved. Boss Management (external control) is used by most school professionals. Laissez-Faire Management (leaving problems to solve themselves) is sometimes present. Lead Management (genuine leadership that builds on strengths) is not understood, appreciated or practiced. Parents feel excluded and not welcome, most are involved only when there is a problem. Daily use of the seven deadly habits, (criticizing, blaming, complaining, nagging, threatening, punishing, and bribing or rewarding to control) lead to damaged relationships and unhappiness in staff, students and parents. |
| 2. Total Learning Competency is stressed and an evaluation that is below competence or what is now a "B" has been eliminated. All schooling as defined by Dr. William Glasser has been replaced by useful education. | The primary belief of the school is that every student can become a competent learner. Only useful information is taught. Students self-evaluate their work and feedback from other staff, students and parents is used in the grading process. Staff is moving to a more informative way of reporting progress such as narrative report cards, portfolios, and student led conferences. Most C's and all D's and failing grades have been eliminated. Retention seldom happens and social promotion is no longer practiced. Speaking and listening, reading and writing, problem solving and critical thinking, scientific inquiry and appropriate use of technology are the core of the learning process. Teachers in this school say, "When my students aren't learning the way I teach, I need to teach the way my students learn." (See Dr. Glasser's book "Every Student Can Succeed.")   | <p>1. Not even close because:</p> <p>2. Have begun the process by:</p> <p>3. In Progress because:</p> <p>4. Almost there, still need to:</p> <p>5. Achieved, we know because:</p> | Teachers and students have given up on, or never accepted the idea of Total Learning Competency. Lack of student effort or ability, and lack of support from the home and community are used to explain the high number of failing students. Very little parent involvement occurs and is not encouraged. Teachers work in isolation, grading and evaluating using summative assessments and standardized testing with no input from other staff, students or parents. C, D and failing grades are commonplace. Staff do not create meaningful assignments nor do they individualize or differentiate instruction. Teachers in this school say, "This is the way I teach and it's up to you to learn it in the time I have allowed!" Staff evaluations, if they happen at all, are done with little or no input from staff, colleagues, parents or community members.                                  |
| 3. All students do some Quality Work each year that is significantly beyond competence. All such work receives an "A" grade or higher, such as an "A+".  | Some students are performing well beyond their State's Standards and can demonstrate the difference between competency and quality learning. Teaching includes multiple intelligences, emotional intelligence, student learning styles, group process differentiated instruction and individualized instruction. The staff encourages creativity, critical thinking and high expectations and is willing to facilitate, encourage, support and challenge students to do the best work they can. Student and staff expectation has moved from work that is just "good enough," to quality work, which meets and exceeds standards. All students are expected to do at least one outstanding project each year. Continuous improvement is the norm. (See Dr. Glasser's book, "Choice Theory in the Classroom.")   | <p>1. Not even close because:</p> <p>2. Have begun the process by:</p> <p>3. In Progress because:</p> <p>4. Almost there, still need to:</p> <p>5. Achieved, we know because:</p> | When asked, most students and staff will say what they are doing is not their best effort and, in fact, barely enough to get by. Fear and discouragement (giving up) dominate conversations and the desire to work hard and do their best is not encouraged or modeled by staff. Teaching is primarily verbal linguistic and logical mathematical with lots of teacher talk/student listen classes. Teachers depend on textbooks, use many worksheets and do not challenge their students. Little group process learning is involved. Student learning styles and multiple intelligences are not considered. High quality work is seen as an exception and often discouraged. Few A's and no A+'s are given. Teachers and school staff appear disconnected from the needs of their struggling students, their parents and the community they serve.  |

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| 4. Students and staff are taught to use Choice Theory in their lives and in their work in school. Parents are encouraged to participate in study groups to become familiar with the ideas of Dr. William Glasser. | Many staff have participated in formal training with the William Glasser Institute with some completing the Advanced Intensive and some being Reality Therapy/Choice Theory Certified. Learning and implementing Dr. Glasser's ideas is on-going for all staff and students. They self evaluate to improve the quality of their work, resolve differences in relationship-building ways and create an atmosphere of trust for everyone in the school. Classroom meetings, team projects, solving circles and cooperative learning are part of every class. Teachers build quality relationships and foster leadership with their students and colleagues. Parent education, including learning Dr. Glasser's ideas, is an ongoing component of school life. (See Dr. Glasser's book, "Choice Theory: A New Psychology of personal Freedom.") | 1. Not even close because:<br><br>2. Have begun the process by:<br><br>3. In Progress because:<br><br>4. Almost there, still need to:<br><br>5. Achieved, we know because: | There is little knowledge or understanding of the fundamental concepts of a Glasser Quality School. Neither students nor staff considers themselves responsible for their own actions. There is significant blaming, criticizing and complaining occurring individually and collectively. People are focused on other's behaviors and feeling stuck. Their basic needs are not being met. This creates a stressful, sterile, non-brain compatible learning environment. Most classrooms are boring, disorganized or chaotic environments where very little group process teaching and learning takes place. Students and staff rely on external control to try to get others to do what they think is best for them. |
| 5. Students do better on state proficiency tests and college entrance examinations. The importance of these tests is emphasized in the school.  | Teams of teachers have identified the essential learning objectives, grade-by-grade and course-by-course. Once these objectives are mastered, students move on to extensions that expand their learning. Common formative assessments are used and there are processes and procedures in place to assure all students become competent in all classes. Through measurable data gathered over time, staff and students can show where improvements in learning have occurred and what still needs to be learned. There is a collective inquiry into evidence based practice. Student strengths are maximized in all areas of the school. Assignments are altered to facilitate and encourage learning. Help is available to any student or staff member who needs it. (See Dr. Glasser's book, "The Quality School Teacher.")                 | 1. Not even close because:<br><br>2. Have begun the process by:<br><br>3. In Progress because:<br><br>4. Almost there, still need to:<br><br>5. Achieved, we know because: | Neither students nor staff can identify the essential learning objectives for classes. Data has not been gathered, nor is baseline data available. Neither students nor staff evaluate their own behaviors and learning. Staff resists change and any new way of measuring and communicating student progress. They demonstrate "Schooling" (memorization of unimportant facts and doing just enough to get by) and are resistant to anything different. Compliance is the focus and student learning is declining or remaining at an unacceptable level.  |
| 6. Staff, students, parents and administrators view the school as a joyful place.   | Students and staff find joy in being with one another. This joy is perceived by everyone visiting the school and provides the energy for continuous improvement. Working collaboratively and being action oriented creates an opportunity for all to learn well and to have many winners. Students, staff and parents know, without a doubt, that this school has their best interest in mind. Everyone involved in the school is working to eliminate the seven deadly habits that destroy relationships and replace them with the seven caring/connecting habits. This builds trust and creates a need-satisfying environment. People feel connected to each other and work to do their very best. Celebrating learning is a regular part of life in this school. (See Dr. Glasser's book, "Schools Without Failure.")                     | 1. Not even close because:<br><br>2. Have begun the process by:<br><br>3. In Progress because:<br><br>4. Almost there, still need to:<br><br>5. Achieved, we know because: | Students and staff are miserable, afraid, and do not trust each other. The system shows symptoms in absenteeism, vandalism, theft, etc. in both the student and staff populations. People work in isolation and are criticized, threatened, blamed, judged, put down and punished. Almost everyone feels disconnected and alone at school except in their cliques and gangs, which add to the fear and lack of trust. Boss and Laissez-Faire Management are seen throughout the school as external control psychology is practiced to gain compliance or people just give up on any hope of making things better.  |