

William Glasser International

Glasser Quality School or Choice Theory School

Information for schools considering declaration and coverification as a Glasser Quality School/Choice Theory School and for faculty to share with schools during training.

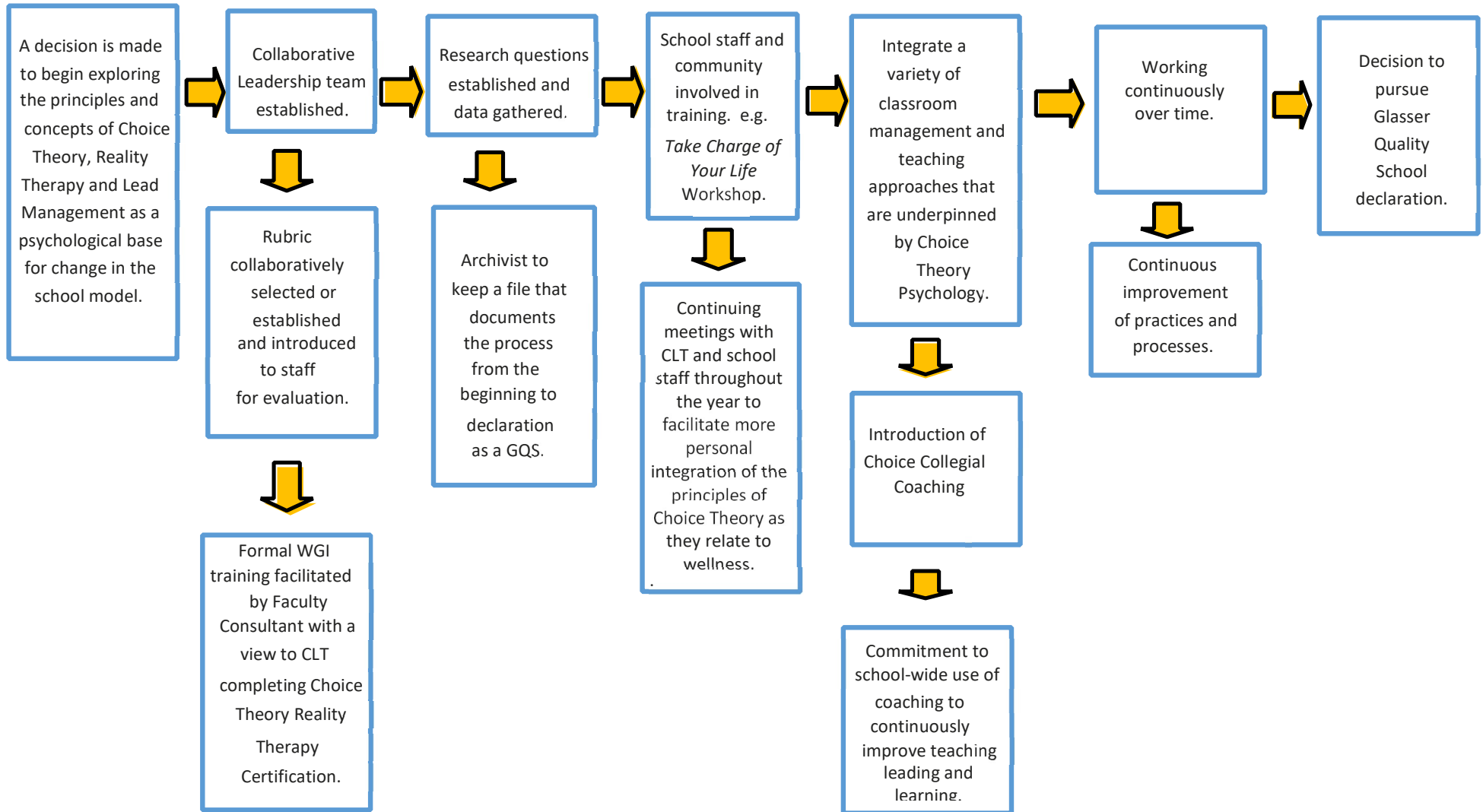
In 1998 Dr Glasser wrote in his book The Quality School..." Nothing we can do will improve the quality of life in any community more than quality schools. Young people who are involved with quality education do not engage in self destructing activities and are an asset to the community. There is not a more effective and economical way to improve the economy of a community (or country) than for it to be known for excellent schools."

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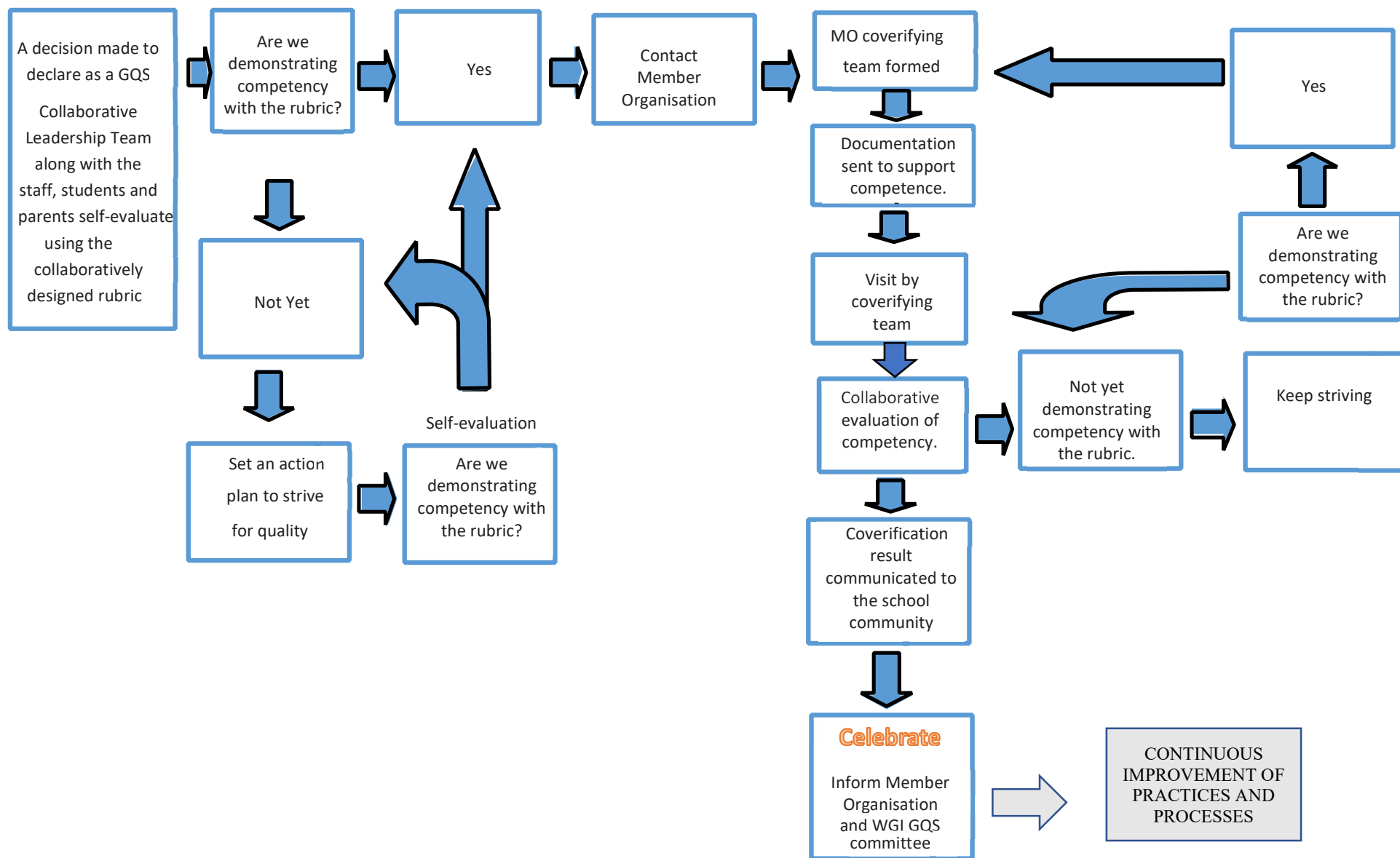
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The following flow charts give an overview of the processes prior to, during and following the co-verifying process. More information is added on pages 5 to 11.

1. Beginning the Process



2. The Coverification Process



JOURNEY TO COVERIFICATION AND ENDORSEMENT

HOW TO BECOME A GLASSER QUALITY SCHOOL/ CHOICE THEORY SCHOOL

In the past, schools were coverified as a Glasser Quality School (GQS) by Dr Glasser. More recently it is a team made up of faculty experienced in schools and at least one person who has undertaken the coverification process.

Many of those schools which became a GQS followed some of the elements of the processes outlined in the flow charts. Schools learned about and implemented practices aligned with Choice Theory® with its applications of Reality Therapy and Lead Management.

1. BECOME A MEMBER OF WILLIAM GLASSER INTERNATIONAL

Learning organisations with Glasser Quality School status and those aspiring to become a GQS are requested to pay a membership fee to WGI which provides a working relationship between William Glasser International and the school. The membership fee will enable learning organisations to receive specific benefits including access to research, networking, and innovations.

It should be noted that an MO determines their own membership fees for GQS or Aspiring GQS.

Recognition as a GQS will also enable schools to receive the following benefits:

Aspiring Schools

- Being listed on the WGI website as an Aspiring GQS, with links back to their own school website.
- Receive the quarterly International Journal of Choice Theory and Reality Therapy.
- Invitations to conferences, some discounts, summits and coffee chats, fireside chats and other forums.
- A special forum on the WGI website where GQS/Aspiring GQS can share experiences, resources, queries.

Declared Schools (all the above plus)

- Being listed on the WGI website as a GQS with links back to their own school website.
- A specific official WGI electronic logo that can be used on notice boards, social media, websites or email signatures.
- An associated username and password to enable a school to access special resources and discussions on the WGI website.

2. INITIAL PROCEDURES

Understanding the concepts of systemic change is an important starting point for schools wanting to become a GQS. Reading and discussion of Dr Glasser's books on education and engaging in workshops and presentations are the first steps in becoming familiar with these concepts. It is at this stage the GQS Faculty Consultant (GQS FC) may be engaged to facilitate dialogue and the preparation for training.

3. CREATING THE TEAM (CLT)

An important first step is the formation of a Collaborative Leadership Team (CLT), a representative group from different sectors in the school such as senior leadership, teachers, teacher aides, paraprofessionals, parents.

4. PLANNING WITH A FACULTY CONSULTANT

A school planning to follow the path of declaring as a GQS is invited to engage a GQS FC. This WGI faculty member leads and guides the school in the training and implementation of the process. The CLT will however, undertake training with a variety of WGI instructors to ensure exposure to different styles of presentation.

5. THE COMMITMENT

The formal commitment is in the form of a letter to the relevant MO and William Glasser International GQS (WGI GQS) committee to be declared a GQS may be made at this stage. Some learning organisations do not do this immediately but delay this commitment until later in the process.

6. ESTABLISHING THE CRITERIA

Any GQS model relies on self-evaluation. Having a rubric or a set of criteria against which a learning organisation will evaluate itself is the basis of any GQS model. The CLT together with the GQS FC and others in the school community discuss and decide upon the criteria and a rubric that will be used. The choice of criteria for the rubric is usually made early in the process so it can be used throughout the journey to become a GQS. The CLT develops a rubric for measuring school improvement and collecting baseline data for specific indicators of progress. The GQS FC guides the CLT and co-verifies accomplishments. There are suggested rubrics that are used by different school communities around the world.

The CRITERIA for a Quality School taken from Dr Glasser's book *Choice Theory: A New Psychology of Personal Freedom* [page 282] are:

1. All disciplinary problems, not incidents, will be eliminated in two years.
2. At the time the school becomes a Quality School, achievement scores on state assessment tests should be improved over what was achieved in the past.
3. Total Learning Competence TLC means all grades below competence, for which is now a B, will be eliminated.
4. All students will do some quality work each year – that is, work that is significantly beyond competence.
5. All staff and students will be taught to use Choice Theory® in their lives and at school.
6. It will be obvious at the end of the first year that this is a joyful school

The WGI document *Glasser Quality School: Process in Action* (2016) proposed three CRITERIA which are a consolidation of Dr Glasser's original six criteria. These are:

1. School environment is perceived as a joyful place based on trust, cooperation, and respect.
2. Students, staff, and parents are encouraged to learn Choice Theory® and its application at school and in their lives
3. Useful and meaningful work through Total Learning Competency.

7. RESEARCH

Once a rubric has been decided upon, baseline data is collected for the purposes of planning and comparison as the means of gathering evidence of the shift from practices of external control psychology to those of internal Choice Theory® psychology.

8. TRAINING LEAD STAFF

Training in Choice Theory®, Reality Therapy and Lead Management begins with members of the CLT. It is recommended that members of this group make a commitment to achieving Certification in Choice Theory/Reality Therapy/Lead Management. This will help demonstrate the school's capacity to embed Choice Theory/Reality Therapy/Lead Management principles and that this group is also seen as "Champions of Choice" within their school community.

Members of the CLTs begin applying the concepts in their classrooms and about the school, teaching children Choice Theory®, collaboratively redesigning the environmental conditions, and building community.

In consultation with staff and the GQS FC, the CLT will decide how they will support school staff. It is suggested that throughout the first year under the leadership of the CLT there is a plan for ongoing and sustained training/workshops/discussion that foster growth in Choice Theory.

It is recommended that the CLT will document the dates, attendees, and the substance of these sessions which can provide relevant topics for discussion and learning with the GQS FC.

- These sessions include the expansion of skills and non-coercive ways for use in the classroom to engage students.
- The GQS FC may serve to promote a cohesive and competent CLT throughout the first year with constancy of purpose and continuous support through regular meetings.

9. TRAINING OF THE WHOLE SCHOOL COMMUNITY

So there is more unity between those trained and those yet to start their training, the GQS FC or another facilitator could consider involving the whole school community in a workshop like the six-hour *Take Charge of Your Life* workshop. This would begin the ongoing focus on community members' own personal wellness and mental health. *Take Charge of Your Life* is beneficial as a way to begin the process of the personal integration of Choice Theory®, thus harnessing the power of Choice Theory® Psychology for everyone at the same time.

For the CLT, applying this knowledge to the classroom includes teaching with Choice Theory® as a lead manager. A principal or deputy principal would include it in their work with students, staff and parents. Such processes consist of programs that develop:

- Understanding Choice Theory® at a personal level in the context of student, staff, and parent relationships.
- Teaching Choice Theory® to the school community. Helping students and parents learn, understand, and apply these concepts to their lives.
- Applying Choice Theory® in the learning environment by including the core ideas in lesson planning, pedagogical practices and incorporating the concepts in personal relationships within the school community.
- Fostering personal well-being and mental health through Choice Theory® language and communication.
- Establishing and maintaining trusting relationships that support learning for all.
- Creating and maintaining a friendly, joyful, trusting, and non-coercive environment in the school. This may include class meetings, class contracts or agreements, respect, and courtesy, focus on the caring relationship habits, and establishing need-fulfilling learning opportunities.
- Facilitating self-evaluation for students, colleagues, and parents through the process of listening, negotiating, and using dialogue consistent with Choice Theory®
- Practising role-play situations using CT/RT with students, colleagues, and parents.
- Implementing the Competence Based Classroom, including curriculum based on useful learning.
- Designing plans for grading by considering the GQS criteria and the implementation of meaningful formative and summative assessment tools and techniques.

FURTHER CONSIDERATIONS

1. COACHING AND MENTORING

Coaching programs and mentoring options are ways to encourage teacher participation, collaboration, and integration of the main practices and application to school life.

Coaching in this context is a teacher-to-teacher classroom-based activity. At its best, it is about gathering data for the inviting teacher to self-evaluate against some agreed-to criteria related to Choice Theory and its applications. It is not a hierarchical process as the teachers involved play both roles of coach and inviting teacher.

The goal of this coaching is for the coach and the inviting teacher to agree upon observation criteria resulting from an in-depth discussion about the teacher's beliefs and their Quality World Pictures about effective learning and teaching. The coach then gathers the data through observation in the classroom, and subsequently enables the inviting teacher to self-evaluate in the post conference phase, against concepts of CT/RT/LM and other school based documentation.

2. CHARACTERISTICS OF SCHOOLS ASPIRING TO ATTAIN WGI GQS STATUS:

- The learning environment is conducive to quality work.
- Staff provide meaningful learning experiences in the areas of speaking, listening, writing, reading, using technology, problem solving, cooperating, and leading in order to co-verify student self-evaluations.

- Teachers and classroom-based support staff and members of the school community have the opportunity to read and review one or more of Dr Glasser's books:
 - Schools Without Failure
 - The Quality School
 - The Quality School Teacher
 - Choice Theory- A New Psychology of Personal Freedom
 - Choice Theory in the Classroom
 - Every Student Can Succeed
- The school leadership team offers opportunities for staff, students, parents/carers and community members to move more easily from coercive practices to those of lead management.
- Schools are encouraged to maintain programs that foster internal control psychology.
- Participation is also encouraged in other professional development that is consistent with Choice Theory/Reality Therapy/Lead Management principles. The following programs, while not exhaustive, are examples of professional development that align with Dr Glasser's model. An Aspiring GQS might undertake:
 - Take Charge of Your Life
 - Teaching for Understanding
 - Cooperative Learning
 - Integrated Visual Learning
 - Systems Thinking
 - Choice Theory Teacher in a Choice Theory Classroom
 - Choice Collegial Coaching
 - Total Formation
 - The Get Happier Project
 - Trauma Informed Practice through Choice Theory
 - Competence Based Classroom
 - The Art of Leadership

In summary, for a school to attain GQS status it will be evident at coverification that everyone "lives" the Choice Theory/Reality Therapy/Lead Management principles and practices which are embedded in the school community.

DECLARATION AS A GLASSER QUALITY SCHOOL

Once a school community believes that the school is fully committed to the Glasser Quality School model, with firm structures in place that foster and monitor progress, and self-evaluation of competency in all areas of the approved rubric are evident, the declaration process can begin. The school community may choose to undertake a coverification process that involves:

1. A self-evaluation process and gathering of data that demonstrates competency with the selected criteria of a GQS

2. Work with the GQS FC to review all documentation, evidence, and planning to ensure competency is demonstrated.
3. Preparation of a report based on the approved school rubric as a guiding document which was developed by the CLT in consultation with the school and community.
4. Submission of this report along with a written request for coverification to their MO and the coverification team for reading prior to the school visit
5. The written request for coverification will also be sent to the WGI GQS committee.
6. Planning and preparation of a two to three-day school visit to celebrate the success of the accomplishments of competency for the 2 - 3 person MO GQS coverification team.
7. Celebration of the GQS status with the community.

ROLES IN A GLASSER QUALITY/CHOICE THEORY SCHOOL

THE ROLE OF THE GLASSER QUALITY SCHOOL FACULTY CONSULTANT

- This GQS FC would normally have been working with the school and assisting with training the school community in Choice Theory/Reality Therapy/Lead Management. They will continue to work closely as a mentor to the school, assisting in the self-evaluation process and gathering data that demonstrates competency with the criteria of a GQS
- The school negotiates with the consultant costs of training and mentoring (above and beyond the training fees that are payable to a GQS FC employed by the school).
- Two weeks prior to the school visit by the coverification team, information to support the school's application is to be provided for consideration. This information will be written and may be accompanied by supporting evidence such as video reporting, interviews, survey results and formal school review documents. Plans for the school's ongoing commitment to maintaining GQS status post-declaration is to be included as part of the documentation.
- While the GQS FC is not part of the coverification team they may be involved in the process as a "silent partner" in any meetings to answer any queries/concerns. They do not have "voting rights" on whether GQS status is achieved. The GQS FC can report back to the school any criteria that need to be addressed, so that GQS status can be achieved.
- It is recommended that the GQS continue contact with a GQS FC after achieving GQS status to support ongoing plans and professional learning within the school. In addition, this would support preparation for subsequent coverification (every 4 years, or in alignment with state-based review processes).

THE ROLE OF THE CO-VERIFYING TEAM

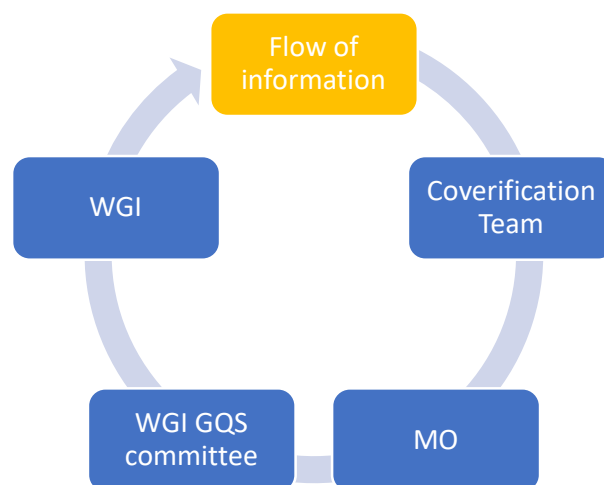
An MO GQS Coordinator is someone who is appointed by an MO who can ensure consistency for GQS status. This appointment is a decision that can be made by the MO, however, not all MOs

will appoint someone in this role. The MO GQS coverification team will consist of at least three people. The MO GQS Coordinator will be a member of the team if there is a person in this position. Where possible, it is recommended that one member of the team has recent experience in the local education system of the aspiring school. A third member of the team may be recommended by the WGI GQS committee.

All members of the GQS coverification team will have worked in schools, are WGI Faculty members, are endorsed by the Expression of Interest process to ensure fairness in selection for this task and have had previous experience with GQS.

THE COVERIFYING TEAM WILL:

1. Negotiate a 2-3 day school visit – to schedule and timetable events.
2. Meet with representatives of the school leadership team prior to the two day visit
3. Two weeks prior to the coverification visit for the purpose of review of the evidence the CLT will provide collated documentation that demonstrate the school's competency with the rubric.
4. Interview focus groups of students, staff, parents/carers and community members regarding the implementation of Choice Theory®/Reality Therapy/Lead Management.
5. Engage in face-to-face meetings, followed by useful written evaluation shared with the school community regarding the plan for continuous improvement.
6. Contact MO to notify that the school has met the criteria to be a GQS.
7. Share exciting discoveries with the school community.
8. Write final report for MO Board, WGI GQS committee and WGI for endorsement and celebration.
9. The school receives a copy of the endorsement and their certificate from the MO and WGI



MAINTAINING STATUS FOLLOWING DECLARATION AND ENDORSEMENT

Each year, with each renewal of WGI membership the school will include a brief GQS status report to be sent to the MO and WGI GQS committee.

Every four years (or in alignment with a state-based review), the school in conjunction with a faculty consultant prepares and sends a report outlining evidence of their continuous achievement of their status as a GQS. Evidence for renewal as a GQS entails further training for new teachers and staff, advancement in their rubric, innovations, self-evaluation methodologies and research data. The school may request a face-to-face or online meeting with a faculty consultant at any time or a site visit by a coverification team. This may include associated costs.

CONCLUSION

We do not offer educators a formula for creating a Glasser Quality School. Instead, we offer a theory and some examples of how that theory might be implemented. Each school needs to create their own strategies appropriate to their own location, local culture, staff and student needs.

Although this Glasser Quality School Model has been provided, it does not preclude invitations to share other models and/or rubrics that have proven successful. Schools are welcome to submit their own successful endeavours to the WGI GQS committee, with specific processes that have created effective systems change with the procedures they implemented and wish to share.

WGI GQS Committee