

# **Glasser Quality School Rubric**

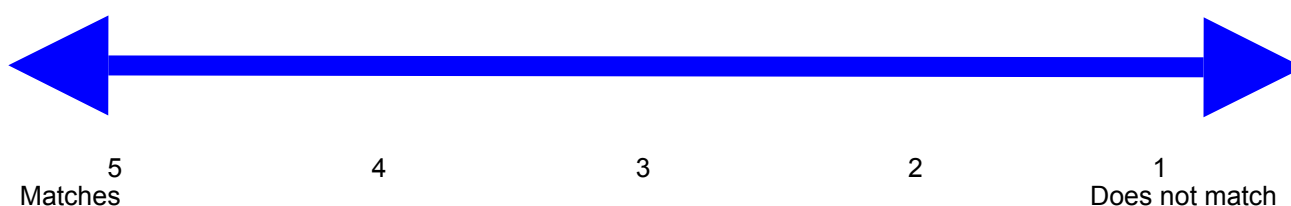
**for schools wishing to self evaluate as they journey towards  
becoming a Glasser Quality School**

**Bette Blance and Gerard O'Brien**

# STAFF PERCEPTION SURVEY

How closely does our current operation as a school match the criteria for a Glasser Quality School

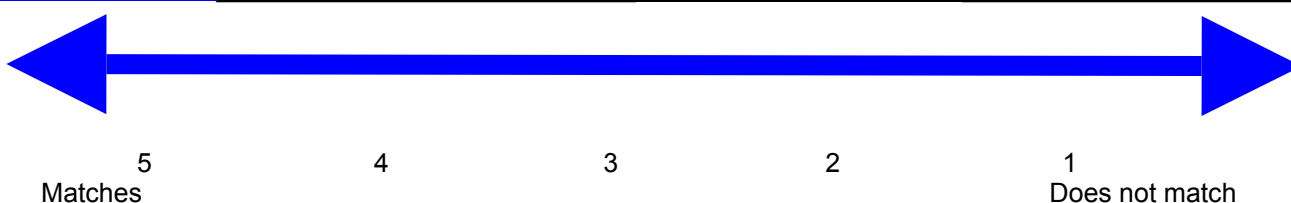
Criteria 1	What a GQS looks like	Your perception	What a GQS <u>doesn't</u> look like
<p>It is a primary belief at this school that relationships are the key to successful learning.</p> <p>Relationships based on trust and respect, helping, supporting and encouraging each other in all we do.</p>	The <b>level of trust amongst staff, learners and parents/carers</b> is continuously improving due to visible efforts by everyone.	Matches GQS criteria 5...4...3...2...1 Does not match GQS criteria	Disconnections are seen in all relationships, staff & staff, learners & learners, staff & learners, learners & parents and staff & parents.
	Discipline <b>incidents</b> are seen as an <b>opportunity to teach better ways to behave</b> . Systems are in place to help learners self evaluate and plan for more effective behaviour in the future.	Matches GQS criteria 5...4...3...2...1 Does not match GQS criteria	Discipline problems are accepted as the norm and are exhausting everyone involved.
	Learners and staff can learn both <b>independently</b> and <b>cooperatively</b> , have <b>strong relationships built on trust and respect</b> , contributing through volunteering to help others, peer tutoring, mentoring and various forms of group processes.	Matches GQS criteria 5...4...3...2...1 Does not match GQS criteria	Rigid practices in place that don't take into account individual differences, needs or ability levels. Authoritarian style where 'one size fits all' or alternatively a chaotic, permissive approach.
	<b>Learners and staff learn to get along in a variety of learning experiences</b> , learning teams, cooperative learning, classroom meetings, community service (not as punishment), peer tutoring and partner groups.	Matches GQS criteria 5...4...3...2...1 Does not match GQS criteria	Learners and staff are not willing to cooperate with each other, seem to be self centred, have relationships that are exclusive of the whole(i.e. cliques, gangs) and are publicly critical and demeaning of each other.
	<b>Love and belonging</b> has eliminated <b>fear, threats</b> and control. <b>Choice Theory and the Connecting Habits</b> (appreciating, negotiating differences, trusting, listening, encouraging, respecting, supporting) have replaced external control psychology and the <b>Disconnecting Habits</b> .	Matches GQS criteria 5...4...3...2...1 Does not match GQS criteria	Daily use of the Seven Disconnecting Habits (criticising, blaming, complaining, nagging, threatening, punishing, rewarding to control) leads to unhappiness in staff, learners and parents.
	<b>Lead management</b> has replaced Boss Management through the <b>elimination of fear, threats and external control</b> of staff and learners.	Matches GQS criteria 5...4...3...2...1 Does not match GQS criteria	Boss management is the common practice using external control by threatening, blaming and punishing.
	<b>Parents feel welcome</b> and are <b>active partners</b> within the school community and the learning process.	Matches GQS criteria 5...4...3...2...1 Does not match GQS criteria	Little evidence that parents feel welcome at school. Little connection between parents and staff.



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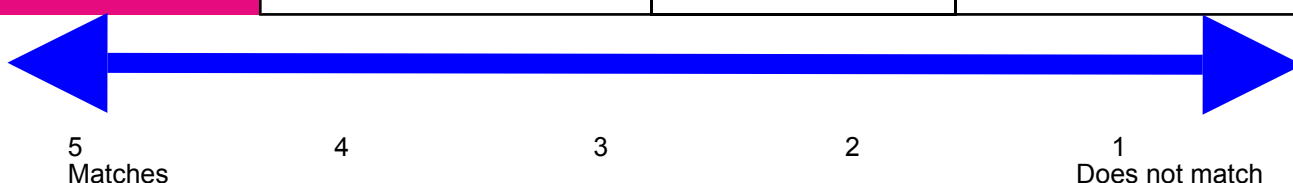
Criteria 2	What a GQS looks like	Your perception	What a GQS <u>doesn't</u> look like
<p>At this school we believe that self evaluation improves learning outcomes.</p> <p>Measurable continuous improvement through self evaluation, as well as structured co-verification is evident.</p>	Through <b>measurable data</b> gathered over time, staff and learners can show where <b>improvements in learning</b> have occurred.	Matches GQS criteria 5...4...3...2...1  Does not match GQS criteria	Neither learners nor staff can show improvements anywhere.
	Staff share learner work samples to <b>maintain consistency of standards</b> (e.g moderation)	Matches GQS criteria 5...4...3...2...1  Does not match GQS criteria	Staff don't share with each other, there is no consistency of expectations or standards.
	This data is <b>reported</b> to staff, parents and the learners in a <b>variety of ways</b> .	Matches GQS criteria 5...4...3...2...1  Does not match GQS criteria	Data is not gathered, nor is baseline data available.
	Staff can, and will <b>alter learning</b> experiences at any time to facilitate and <b>encourage</b> learning.	Matches GQS criteria 5...4...3...2...1  Does not match GQS criteria	Staff will not alter or create meaningful learning experiences or individualise instruction in any way.
	Speaking and listening, reading and writing, maths and problem solving, critical thinking and scientific inquiry, digital literacy and personal growth are the focus.	Matches GQS criteria 5...4...3...2...1  Does not match GQS criteria	Haphazard approach to curriculum implementation.
	<b>Continuous improvement</b> is achieved by working on whole school and classroom <b>systems</b> .	Matches GQS criteria 5...4...3...2...1  Does not match GQS criteria	Staff and learners blamed for lack of improvement. External control beliefs evident in efforts to force people the change or 'fix' their behaviour.
	Teachers <b>build on learner strengths</b> and work on <b>continuous improvement</b> through self and team evaluation.	Matches GQS criteria 5...4...3...2...1  Does not match GQS criteria	The staff does all grading without learner involvement
	Learners and staff given frequent opportunities to <b>evaluate their own behaviour choices and academic work</b> as they work toward responsible <b>self management and self direction</b> of learners.	Matches GQS criteria 5...4...3...2...1  Does not match GQS criteria	Teacher/boss evaluates all learner and staff effort. This reinforces the belief that we can be externally controlled.



# STAFF PERCEPTION SURVEY

How closely does our current operation as a school match the criteria for a Glasser Quality School

Criteria Three	What a GQS looks like	Your perception	What a GQS doesn't look like
<p>A belief that every learner can become a competent learner underpins all classroom activity.</p> <p>All learners demonstrating competency and continuous improvement.</p>	Learners can <b>show and explain</b> why they learn what they learn and how it is useful in their lives.	Matches GOS criteria 5...4...3...2...1  Does not match GOS criteria	Learners don't know why they are learning the things they are expected to learn. They are not willing to evaluate their own learning, nor are they willing to evaluate their own learning, nor do they see it as useful in their lives.
	The school has <b>eliminated failure</b> . Learners are given support, rich feedback and time to develop their work until it is the best that they can do.	Matches GOS criteria 5...4...3...2...1  Does not match GOS criteria	Failure is used to punish those who don't or won't learn. Both staff and learners demonstrate 'schooling' (just doing enough to get by) and are resistant to anything different.
	All learners are working at their own <b>individual level</b> .	Matches GOS criteria 5...4...3...2...1  Does not match GOS criteria	Boss management is seen at every level and teachers teach the same thing, in the same way at the same time. There are few signs of individualisation or differentiation to match learner needs.
	The staff is using more <b>informative ways of reporting progress</b> . Such as narrative report cards, portfolios and learner-led conferences.	Matches GOS criteria 5...4...3...2...1  Does not match GOS criteria	The staff does all the grading without learner involvement, including failing, D and C grades. Little or now ownership of reporting learning progress is given to learners.
	The focus is on <b>mastery and competence</b> .	Matches GOS criteria 5...4...3...2...1  Does not match GOS criteria	The focus is on content. Compliance, not quality is the goal.
	<b>Input from staff, learners and parents</b> is continuously sought.	Matches GOS criteria 5...4...3...2...1  Does not match GOS criteria	The principal and administration staff make all decisions without consultation. Information is on a need-to-know basis
	The staff has moved from accepting learner work that is just 'good enough' to <b>quality work</b> , which meets and <b>exceeds collaboratively established criteria</b> .	Matches GOS criteria 5...4...3...2...1  Does not match GOS criteria	Learners tend to do just enough to get by and no more.
	<b>Learner strengths</b> are identified and maximised in all areas of the school.	Matches GOS criteria 5...4...3...2...1  Does not match GOS criteria	Teachers don't have the energy or time to engage learner strengths.



# STAFF PERCEPTION SURVEY

How closely does our current operation as a school match the criteria for a **Glaser Quality School**

There is a belief that quality is the very best that a learner can produce at this time, (nothing more can be added). Every learner is capable of producing quality.

All learners do some quality work each year (work that is significantly beyond competence).

**Criteria Four**

**What a GQS looks like**

**Your perception**

**What a GQS doesn't look like**

<p><b>All learners</b> are moving towards demonstrating learning at the top level of agreed criteria (agreed quality standards).</p>	<p>Matches GQS criteria</p> <p>5...4...3...2...1</p>	<p>Does not match GQS criteria</p>	<p>When asked, both learners and staff will say what they are doing is not their best effort and, in fact, barely enough to get by.</p>
<p>Learners are <b>proud of their learning</b> and can show the <b>difference between competence and quality learning</b> (the absolute best they can do at this time).</p>	<p>Matches GQS criteria</p> <p>5...4...3...2...1</p>	<p>Does not match GQS criteria</p>	<p>Fear and discouragement (giving up) dominates the conversation and the desire to work hard and do their best is not encouraged.</p>
<p>Teacher includes <b>needs-satisfying learning opportunities</b> that utilise understandings of the multiple intelligence, emotional learning, learner learning styles, group process and individualised instruction.</p>	<p>Matches GQS criteria</p> <p>5...4...3...2...1</p>	<p>Does not match GQS criteria</p>	<p>Teaching is primarily verbal linguistic and logical mathematical. Little group processes involved.</p>
<p>The staff encourage <b>creativity, critical thinking and high expectations</b> and is willing to encourage and support and challenge learners to do the best that they can.</p>	<p>Matches GQS criteria</p> <p>5...4...3...2...1</p>	<p>Does not match GQS criteria</p>	<p>Only low expectations are communicated and work that is 'good enough' is accepted.</p>
<p>The staff continuously <b>create a brain compatible and needs-satisfying environment</b> in every class, focusing on learner strengths as well as continuous improvement.</p>	<p>Matches GQS criteria</p> <p>5...4...3...2...1</p>	<p>Does not match GQS criteria</p>	<p>Teachers depend very much on textbooks/generic resources and use many worksheets for assignments.</p>
<p>Teachers in this school say: "When my learners aren't learning, I need to change my teaching to match the way my learners learn".</p>	<p>Matches GQS criteria</p> <p>5...4...3...2...1</p>	<p>Does not match GQS criteria</p>	<p>Teachers in this school state, "This is the way I teach, take it or leave it."</p>
<p>Learners learn to use the <b>SESIR model</b></p> <ul style="list-style-type: none"> <li>Show someone</li> <li>Explain your work</li> <li>Self Evaluate</li> <li>Improve the work</li> <li>Repeat the process</li> </ul>	<p>Matches GQS criteria</p> <p>5...4...3...2...1</p>	<p>Does not match GQS criteria</p>	<p>No model for self-evaluation or continuous improvement known or taught.</p>

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Matches

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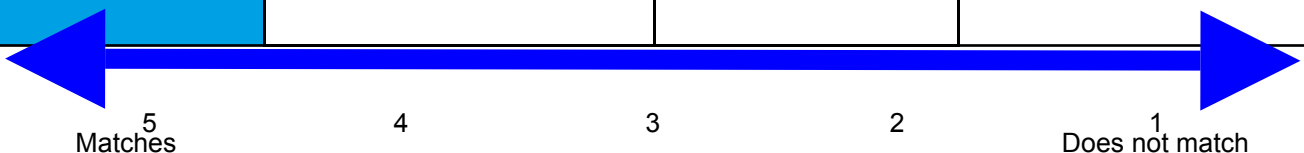
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Does not match

# STAFF PERCEPTION SURVEY

How closely does our current operation as a school match the criteria for a Glasser Quality School

Criteria Five	What a GQS looks like	Your perception	What a GQS doesn't look like
<p>Staff, learners and parents at this school believe in the significance of internal control as opposed to external control.</p> <p>All learners and staff know Choice Theory and have eliminated the need to control one another.</p>	<p><b>Choice Theory</b> is a psychological base that underpins the school and its operation</p>	<p>Matches GQS criteria 5...4...3...2...1</p> <p>Does not match GQS criteria</p>	<p>An external control (e.g. Behaviourist) base underpins the school and its operation.</p>
	<p>Many staff have participated in <b>formal training</b> with the William Glasser Institute with some completing an Advanced Intensive Training and some being CTRTC.</p>	<p>Matches GQS criteria 5...4...3...2...1</p> <p>Does not match GQS criteria</p>	<p>Few staff have any training.</p>
	<p>Learners and staff know and understand ( are taught) the main concepts inherent in Choice Theory, in particular, the <b>difference between intrinsic and extrinsic motivation</b>.</p>	<p>Matches GQS criteria 5...4...3...2...1</p> <p>Does not match GQS criteria</p>	<p>Neither learners nor staff consider themselves responsible for their own actions.</p>
	<p>Staff and learners know how to <b>evaluate themselves</b> ( self, compared to standards, using information from others) and improve what they do. This is based on the concept 'I can only control myself'</p>	<p>Matches GQS criteria 5...4...3...2...1</p> <p>Does not match GQS criteria</p>	<p>There is significant blaming, criticising and complaining occurring individually and collectively.</p>
	<p><b>A need-satisfying school and classroom</b> is experienced by all learners and teachers, with evidence of quality relationships.</p>	<p>Matches GQS criteria 5...4...3...2...1</p> <p>Does not match GQS criteria</p>	<p>Learners and staff are thinking in external control terms and feeling stuck and miserable.</p>
	<p><b>Classroom meetings</b> are a regular experience and many other group processes occur like circle time, solving circles, and cooperative learning.</p>	<p>Matches GQS criteria 5...4...3...2...1</p> <p>Does not match GQS criteria</p>	<p>Class meetings and other opportunities for problem solving and personal growth are seen as a waste of time and 'not part of my job'.</p>
	<p>Teachers are constantly working on building <b>quality relationships</b> with their learners and empowering their learners towards excellence. Administrators actively assist their staff to grow professionally and personally.</p>	<p>Matches GQS criteria 5...4...3...2...1</p> <p>Does not match GQS criteria</p>	<p>Relationships are not seen as important.</p>
	<p><b>School administrators</b> are constantly working on <b>building quality relationships</b> with their staff and empowering them towards excellence. Administrators <b>actively assist</b> their staff to grow personally and professionally.</p>	<p>Matches GQS criteria 5...4...3...2...1</p> <p>Does not match GQS criteria</p>	<p>Relationships are not seen as important.</p>



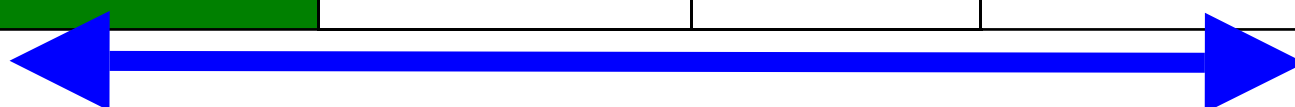
## Is this school at this time a needs satisfying place?

<p><b>Survival - well being, health, security</b></p> <ul style="list-style-type: none"> <li>• I feel secure in my job and am not managed using fear and threats</li> <li>• I feel supported at this school;</li> <li>• I feel my well-being is considered and supported</li> <li>• There is an emphasis on work/family balance</li> </ul>	<p style="text-align: center;">Matches GQS criteria 5...4...3...2...1</p> <p style="text-align: center;">Does not match GQS criteria</p>
<p><b>LOVE AND BELONGING ( relationships, connection)</b></p> <ul style="list-style-type: none"> <li>• I have a strong sense of belonging at this school</li> <li>• There is a strong quality relationship between: <ul style="list-style-type: none"> <li>- principal/administrators and staff</li> <li>- staff and staff</li> <li>- staff and learners</li> </ul> </li> <li>• Relationships and people come first at this school</li> </ul>	<p style="text-align: center;">Matches GQS criteria 5...4...3...2...1</p> <p style="text-align: center;">Does not match GQS criteria</p>
<p><b>POWER:</b> (achievement, empowerment, esteem, respect)</p> <ul style="list-style-type: none"> <li>• I feel appreciated and valued as a competent professional</li> <li>• Achievement and quality is encouraged and supported</li> <li>• I feel respected and listened to</li> <li>• I have a voice in the operation of this school</li> <li>• Communication is open and honest</li> </ul>	<p style="text-align: center;">Matches GQS criteria 5...4...3...2...1</p> <p style="text-align: center;">Does not match GQS criteria</p>
<p><b>FREEDOM</b> (independence, self determination, choice)</p> <ul style="list-style-type: none"> <li>• I think I am treated as a professional with the freedom to make decisions regarding my teaching and learners</li> <li>• I don't feel coerced or controlled</li> <li>• Difference of opinion are negotiated (using Choice Theory principles)</li> </ul>	<p style="text-align: center;">Matches GQS criteria 5...4...3...2...1</p> <p style="text-align: center;">Does not match GQS criteria</p>
<p><b>FUN AND ENJOYMENT</b> (fun laughter, enjoyment)</p> <ul style="list-style-type: none"> <li>• There is an emphasis on making this school a fun enjoyable place to work</li> <li>• People are frequently smiling and laughing at this school</li> <li>• This school is a joyful place to work</li> </ul>	<p style="text-align: center;">Matches GQS criteria 5...4...3...2...1</p> <p style="text-align: center;">Does not match GQS criteria</p>

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Criteria Six	What a GQS looks like	Your perception	What a GQS doesn't look like
<p>A belief in creating a school where learners want to learn, drives the action of all in it.</p> <p>The school is a joyful place to be where fun becomes the genetic reward for learning.</p>	Learners and staff find <b>joy in being with one another.</b>	Matches GQS criteria 5...4...3...2...1 Does not match GQS criteria	Learners and staff are miserable and afraid, and a system shows symptoms such as absenteeism vandalism, theft etc, in both learner as well as staff populations
	This joy is <b>perceived by visitors</b> and can be expressed by the learners and staff.	Matches GQS criteria 5...4...3...2...1 Does not match GQS criteria	Staff and learners are critical of the school.
	It creates an <b>energy for continuous improvement.</b>	Matches GQS criteria 5...4...3...2...1 Does not match GQS criteria	There is resentment and resistance among learners and staff.
	All parties involved know, without a doubt, that this <b>school has their best interests in mind.</b>	Matches GQS criteria 5...4...3...2...1 Does not match GQS criteria	Almost everyone feels disconnected and alone at school. People are criticised, threatened, blamed, judged, put down and punished.
	Learners know that their teachers are there to <b>help them, not to hurt them or control them.</b>	Matches GQS criteria 5...4...3...2...1 Does not match GQS criteria	Learners frequently see staff use the Disconnecting Habits in an attempt to control them.
	In fact, everyone involved in the school believes that we are all here to help and not hurt one another.	Matches GQS criteria 5...4...3...2...1 Does not match GQS criteria	Boss management is seen throughout the school as external control psychology is practised to gain compliance.
	We are all here to <b>eliminate the Disconnecting Habits and replace them with the seven Connecting Habits</b> that build relationships and create a needs-satisfying school.	Matches GQS criteria 5...4...3...2...1 Does not match GQS criteria	Boss management is seen throughout the school as external control psychology is practised to gain compliance.
	<b>People feel connected</b> to each other and work to do their very best.	Matches GQS criteria 5...4...3...2...1 Does not match GQS criteria	People feel disconnected and only do enough to get by.



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 Matches Does not match