

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.

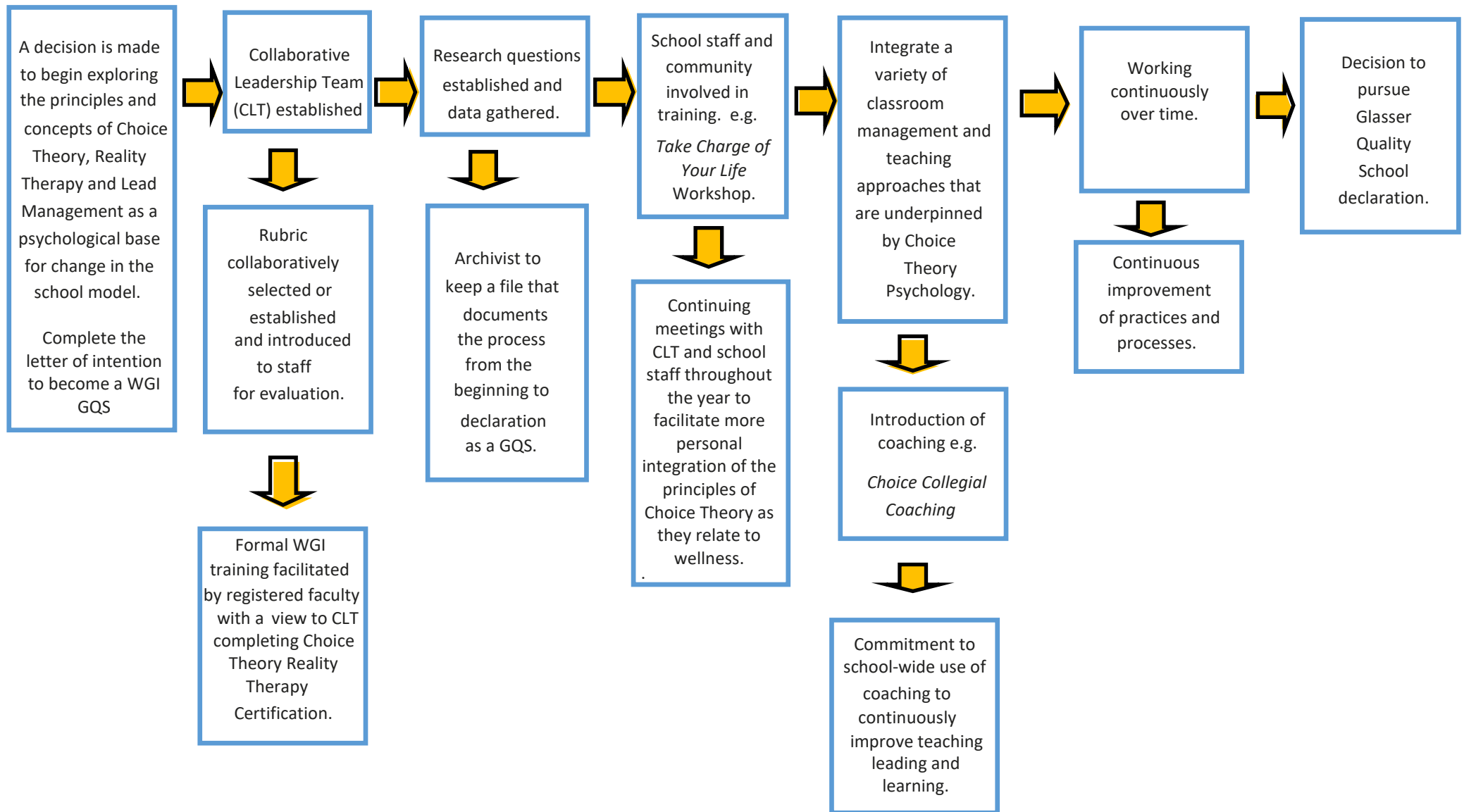
In 1998 Dr Glasser wrote in his book *The Quality School...* "Nothing we can do will improve the quality of life in any community more than quality schools. Young people who are involved with quality education do not engage in self-destructing activities and are an asset to the community. There is not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

CONTENTS

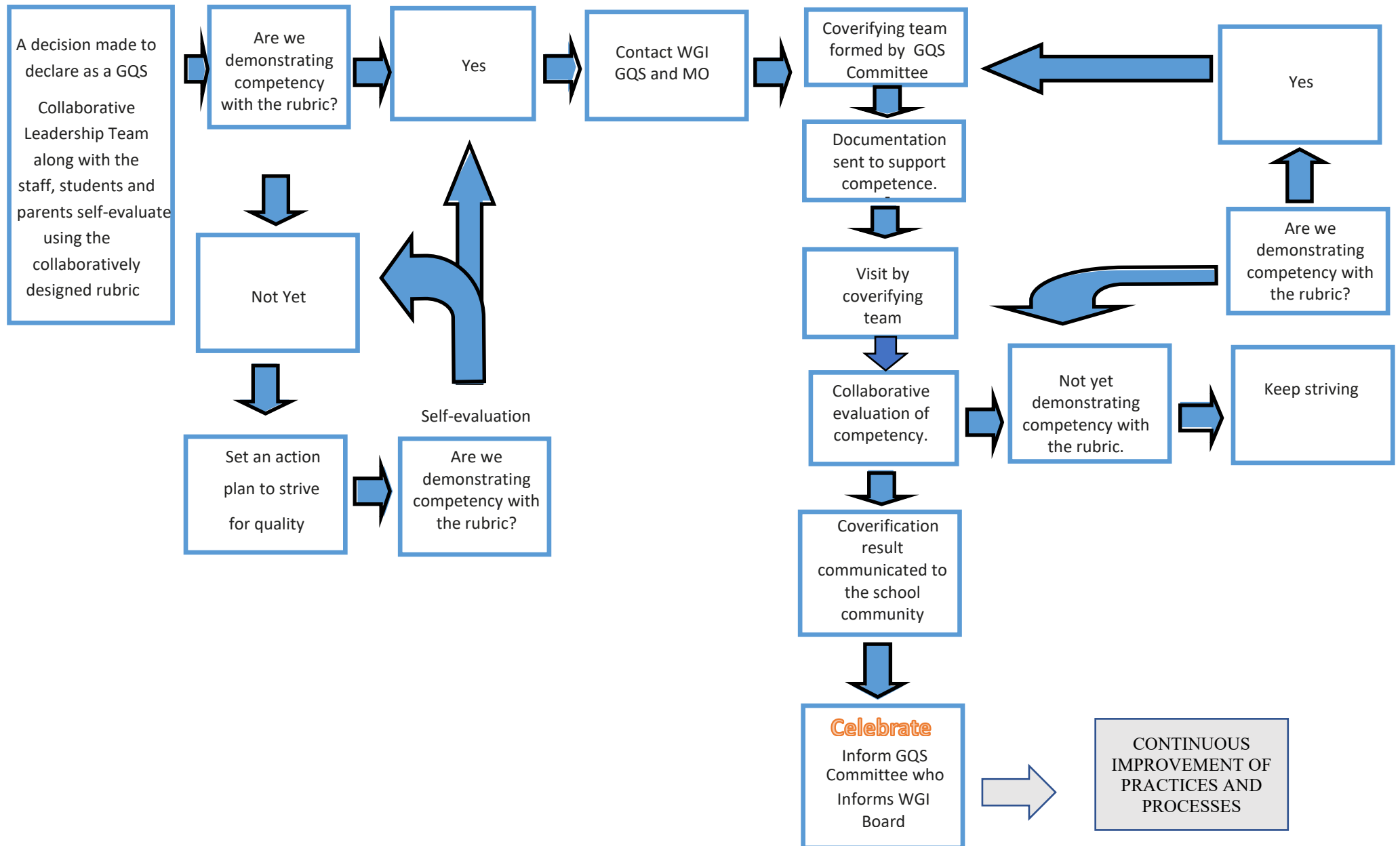
Background.....	Page 2
Flow chart: Beginning the Process.....	Page 3
Flow chart: Coverification	Page 4
Journey to Coverification and Endorsement.....	Page 5
How to become a Glasser Quality School.....	Page 5
Initial Procedures.....	Page 5
Creating the Team (CLT)	Page 5
Planning with a GQS Faculty Consultant	Page 6
Establishing the criteria	Page 6
Research	Page 7
Training of the whole school community.....	Page 7
Further considerations	Page 8
Coaching and Mentoring	Page 8
Schools aspiring to attain WGI GQS status.....	Page 8
Declaration as a GQS	Page 9
Roles in the GQS process	Page 9
Role of the coverifying team.....	Page 9
The coverifying team will.....	Page 9
Status following declaration and endorsement.....	Page 11
Conclusion	Page 11

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

1. Beginning the Process as an Aspiring GQS



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.

There are two phases a school will go through to become a WGI GQS.

Phase One: A letter of intention is sent to the William Glasser International Glasser Quality School Committee (WGI GQS) to indicate the school is an Aspiring Glasser Quality School.

Phase Two: The self-evaluation phase and the coverification of that self-evaluation by a Coverification Team whereby a school becomes a Declared GQS.

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 GQS 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.

Recognition as a WGI 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 other forums.
- A 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 share resources and discussions on the WGI website.

2. BEGIN 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 a WGI registered faculty member may be engaged to facilitate dialogue and the preparation for training.

3. CREATE 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. PLAN WITH A FACULTY CONSULTANT

A school planning to start the path of declaring as a GQS invites a WGI registered faculty member to facilitate dialogue and the preparation for training. This WGI faculty member guides the school in the training and implementation of the process. The CLT will undertake training with at least three WGI instructors to ensure exposure to different styles of presentation.

5. MAKE A COMMITMENT

The formal commitment is in the form of a letter to WGI GQS and the MO that may be made at this stage. Some learning organisations do not do this immediately but delay this commitment until later in the process.

6. ESTABLISH 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 WGI GQS model. The CLT together with the WGI faculty member and others in the school community discuss and decide upon the criteria and a rubric that will be used. A WGI GQS Committee member will be consulted at this stage. 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 WGI GQS. The CLT develops a rubric for measuring school improvement and collecting baseline data for specific indicators of progress. The registered faculty member 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, 2006 book *Every Student Can Succeed*

1. Relationships are based upon trust and respect and all discipline problems, not incidents, have been eliminated.
2. Total learning competence is stressed and an evaluation that is below competence or what is now a B has been eliminated. All schooling as defined in this book have been replaced by useful education.
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 +.
4. Students and staff are taught to use Choice Theory in their lives and in their work in schools. Parents are encouraged to participate in study groups to become familiar with Choice Theory ideas.

5. Students do better on state proficiency tests and college entrance examinations. The importance of these tests is emphasised in the school.

6. Staff, students, parents and administrators view the school as a joyful place.

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. BEGIN RESEARCH

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

8. TRAIN THE CLT

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

In consultation with staff and the faculty member 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 registered faculty member

- These sessions include the expansion of skills and non-coercive ways for use in the classroom to engage students.
- The faculty member 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 registered faculty member or another facilitator could consider involving the whole school community in 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 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, focusing 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 practices underpinned by Choice Theory® principles.

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
 - Intentional 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 faculty member 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 WGI GQS and 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 WGI GQS coverification team.
7. Celebration of the WGI GQS status with the community.

ROLES IN A GLASSER QUALITY/CHOICE THEORY® SCHOOL

THE ROLE OF THE GLASSER QUALITY SCHOOL FACULTY MEMBER

- This faculty member 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 WGI GQS.
- The school negotiates with the WGI registered faculty member costs of training and mentoring (above and beyond the training fees that are payable to a faculty member 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 WGI GQS status post-declaration is to be included as part of the documentation.

- While the faculty member 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 WGI GQS status is achieved. The faculty member can report back to the school any criteria that need to be addressed, so that WGI GQS status can be achieved.
- It is recommended that the WGI GQS continue contact with a faculty member 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 school 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 will 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 WGI GQS Committee to notify that the school has met the criteria to be a WGI GQS.
7. Share exciting discoveries with the school community.
8. Write a final report for, WGI GQS Committee, MO Board and WGI for endorsement and celebration.
9. The school receives a copy of the endorsement and their certificate from the MO and WGIGQS Committee
10. We encourage schools to promote their WGI GQS status on their website and other social media platforms.

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 WGI GQS Committee and the MO. Status report will include such things as further training, any significant changes in staff, celebrations, etc.

Every four years (or in alignment with an education system review), the school, in conjunction with a WGI faculty member and 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 will request a face-to-face or online meeting with a WGI GQS Committee member at any time or a site visit by a coverification team.

CONCLUSION

Although these Glasser Quality School guidelines have 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 and the procedures they implemented and wish to share.

WGI GQS does not offer educators a formula for creating a GQS. Instead, we offer a theory and some examples of how that theory might be implemented. Each school may create their own strategies appropriate to their own location, local culture, staff and student needs.

23 August 2023