



# Glasser Quality School Guidelines

How to become a Glasser Quality School or Choice Theory School

## Information for schools considering declaration and co-verification as a Glasser Quality School or Choice Theory School and for faculty to share with schools during training

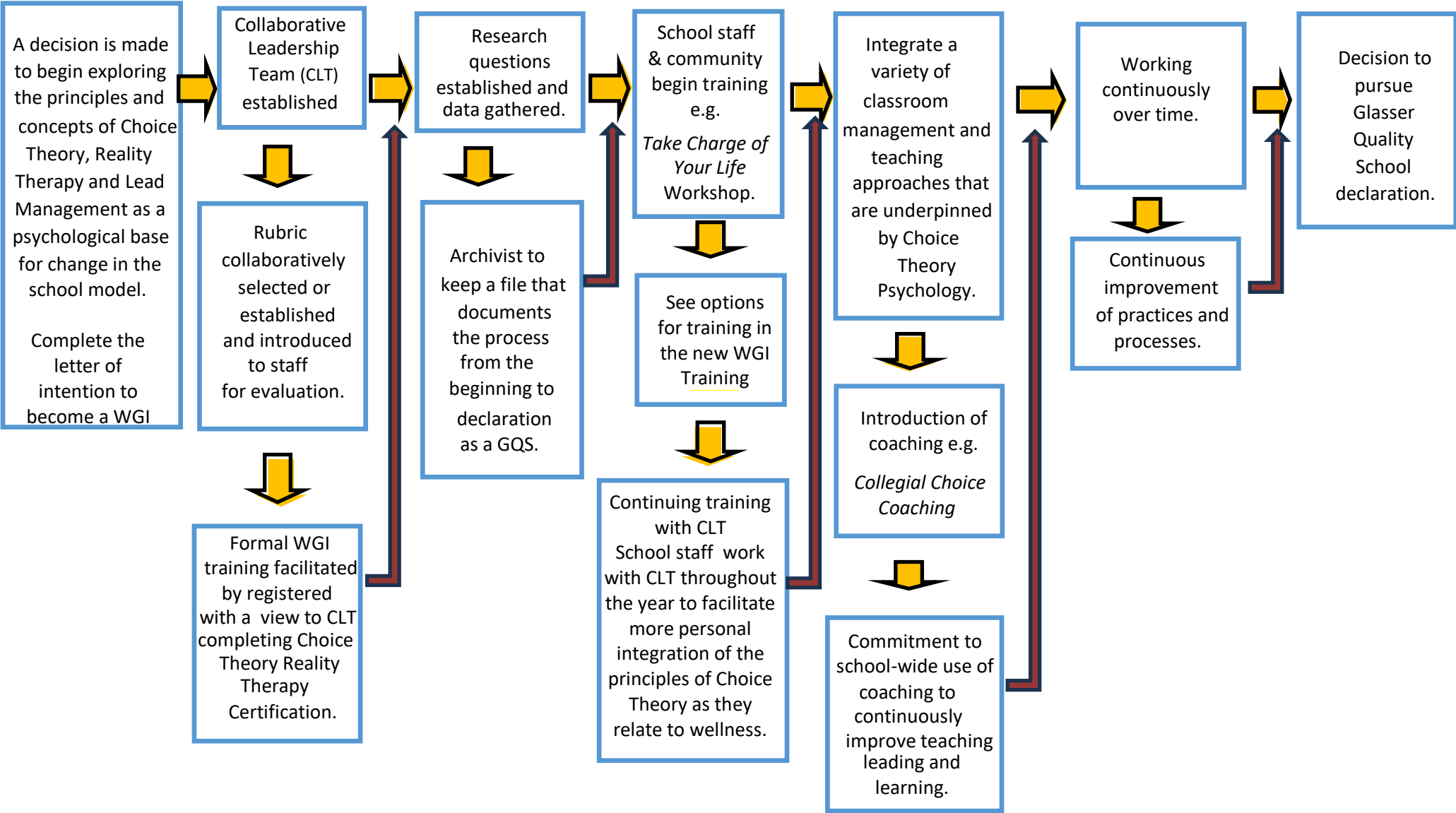
In 1998 Dr Glasser wrote in his book *The Quality School...* "Nothing we can do will improve the quality of life in any community more than quality schools. Young people who are involved with quality education do not engage in self-destructing activities and are an asset to the community. There is not 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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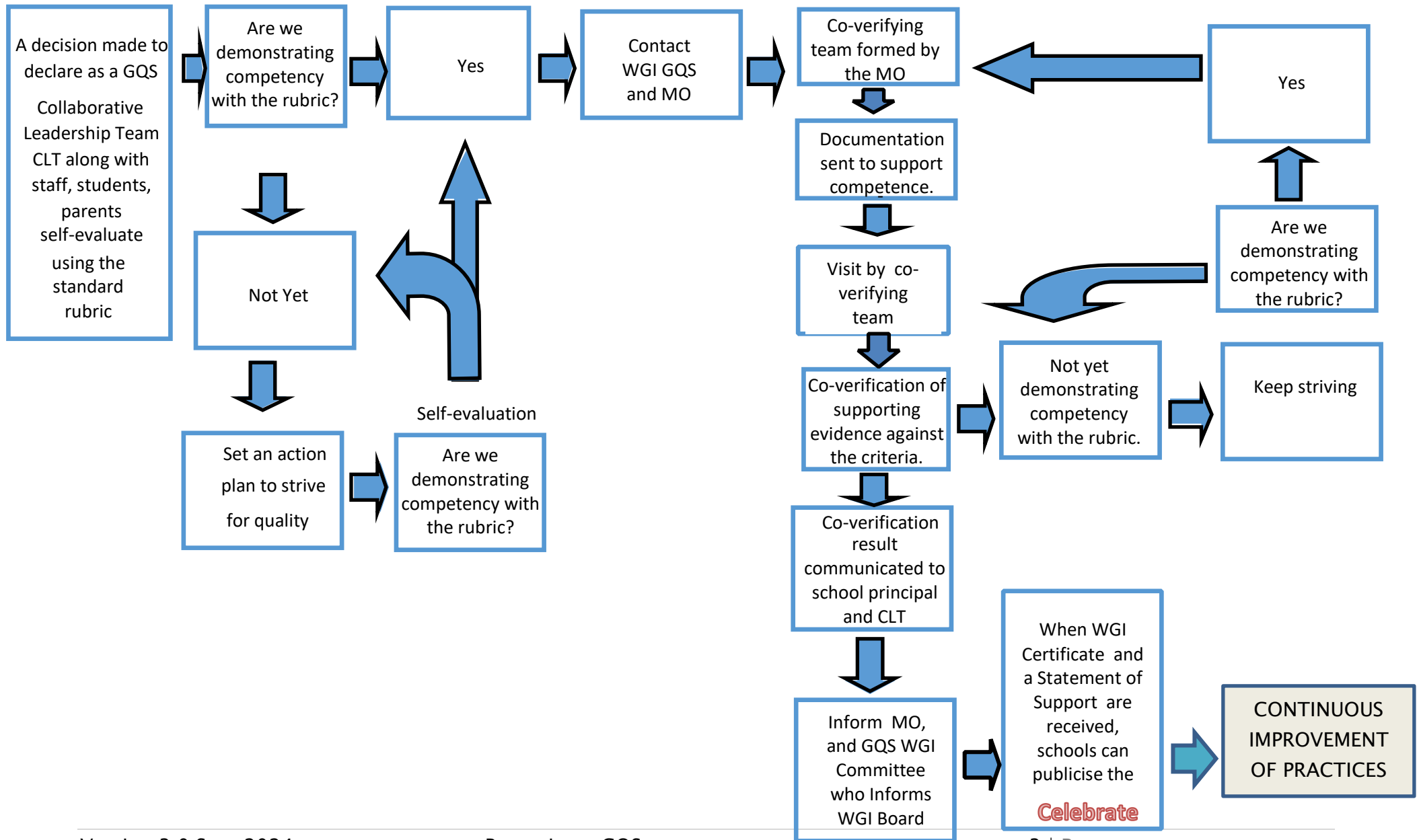
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The following flow charts give an overview of the processes prior to, during and following the co-verifying process. More information added on pages 5 to 11.

# 1. Beginning the Process



## 2. The Co-verification Process



# Guidelines to become a William Glasser International Glasser Quality School: a Choice Theory® School

## **Why would you want to undertake the journey to become a Glasser Quality School?**

Because, it is a connecting, leading and celebrating process that brings the transformational power of Choice Theory into the educational system. This approach fosters a positive, energetic atmosphere where progress is celebrated and challenges are met with optimism. It is a fun, team learning experience with personal and organisational growth, where everyone can choose to become their best selves in all aspects of their lives. The Glasser Quality School is a needs-fulfilling and a joyful place where people want to be.

## **Why do people want to declare?**

Declaring as a Glasser Quality School is designed to be an inspiring and celebratory experience, full of enthusiasm and joy. Rather than feeling daunted, individuals are encouraged to embrace the process with excitement, seeing it as an opportunity for celebration and recognition of achievement.

In the past, schools self-evaluated and were co-verified 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 co-verification 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 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 co-verification of that self-evaluation by a Co-verification Team whereby a school becomes a Declared GQS.

## **1. BEGIN INITIAL PROCEDURES**

A school needs to register their intention to become a GQS by using a form requested from the WGI GQS Committee.

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 by the school to facilitate dialogue and the preparation for training.

## **2. CREATE THE TEAM**

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

### **3. 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 on the journey to Certification with at least three different WGI faculty to ensure exposure to a variety of styles of presentation.

### **4. MAKE A COMMITMENT**

The formal commitment is made using a Form of Intention which is sent to WGI GQS and the MO. Some schools do not do this immediately but delay this commitment until later in the process.

### **5. 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 GQS model. The CLT together with the WGI registered faculty member and others in the school community discuss the six criteria and how these six criteria will be demonstrated in the rubric to be used by the school. A WGI GQS Committee member can be consulted at this stage if required. The rubric is used for measuring school improvement and collects baseline data for specific indicators of continuous improvement of quality in a need's satisfying environment that is a part of the school's culture. The registered faculty member guides the CLT and co-verifies accomplishments. The discussion about the rubric is usually made early in the process so it can be used to celebrate progress throughout the journey to become a WGI GQS.

The CRITERIA for a Quality School taken from Dr Glasser's 2006 book *Every Student Can Succeed* is considered standard. It is important that the rubric used to self-evaluate reflects these six criteria listed below.

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.

### **6. RESEARCH**

Once a rubric has been chosen, 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.

### **7. 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 a community of learning.

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.

## **8. 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 could consider involving the whole school community in the six-hour *Take Charge of Your Life* workshop. This would begin the ongoing focus on the 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.

As outlined in the new training policy the first level of training, the Basic Intensive Training and a Basic Practicum can be combined and completed by a learning organisation over a period of one year.

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. CHARACTERISTICS OF SCHOOLS ASPIRING TO BECOME A WGI GQS:**

- 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
  - Collegial Choice 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 co-verification that most people 'live' Choice Theory/Reality Therapy/Lead Management principles and practices which are embedded in the school community.

### **2. 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.

### **3. DECLARATION AS A GLASSER QUALITY SCHOOL**

Once a school community believes that the school is fully committed to the Glasser Quality School model, that has firm structures in place that foster and monitor progress, and self-evaluation of competency in all areas of the six criteria are evident, the declaration process can begin.

The school community will undertake a co-verification process that involves:

1. A self-evaluation process and gathering of data that demonstrates competency against the criteria of a GQS.
2. Working with the faculty member to review all documentation, evidence, and planning to ensure competency is demonstrated.
3. The CLT, in consultation with the school community, using this document as a set of guidelines will prepare a self-evaluation report that demonstrates how the school meets Dr Glasser's criteria for a Quality School.
4. Sending a written request for co-verification to WGI GQS and MO and the co-verification team prior to the school visit by a co-verification team.
5. Planning and preparation of a three-day school visit to document evidence and celebrate the success of competency by the three person MO GQS co-verification team. This team will include a member of the WGI GQS working committee.
6. Receiving the Statement of Support and certificate from WGI.
7. Celebrating the GQS status with the community.

## **ROLES IN A GLASSER QUALITY OR CHOICE THEORY® SCHOOL**

### **THE ROLE OF THE GLASSER QUALITY SCHOOL FACULTY CONSULTANT**

- 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. This faculty member 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 the costs of training and mentoring with the consultant (above and beyond the training fees that are payable to a faculty member employed by the school).
- The completed rubric and a self-evaluation report against the criteria will be written and sent to the co-verification team at least two weeks prior to the school visit. Supporting evidence in the form of video reporting, interviews, survey results or formal school review documents also needs to be provided. Plans for the school's ongoing commitment to maintaining GQS status post-declaration are to be included as part of the documentation.
- While the faculty member is not part of the co-verification 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 faculty member 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 faculty member after achieving GQS status to support ongoing plans and professional learning within the school. In addition, this would support preparation for subsequent co-verification (every 4 years, or in alignment with school review processes).



### **THE ROLE OF THE CO-VERIFYING TEAM**

An MO GQS Coordinator is someone 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 co-verification team will consist of at least three people. If there is no MO GQS Coordinator the role will be filled by another faculty member from the MO who has experience in co-verifying a GQS. Where possible, it is recommended that one member of the team has recent experience in the local education system of the declaring school. A third member of the team will be recommended by the WGI GQS committee.

All members of the GQS co-verification team will have worked in schools, are WGI Faculty members, are selected by the Expression of Interest process to ensure fairness in selection for this task and are familiar with Dr Glasser's six conditions for a quality school.

### **THE CO-VERIFYING TEAM**

1. Has access to a completed rubric as evidence of self-evaluation a minimum of two weeks prior to the co-verification date.
2. Reviews the self-evaluation reports that indicate readiness for co-verification. Other evidence such as video reporting, interviews, survey results or formal school system review documents may be provided.
3. Informs MO and WGI GQS that a school is ready to declare.
4. Negotiates a three day school visit with suitable dates and timetable of events.
5. Meets with representatives of the school prior to the school visit.
6. Conducts interviews with focus groups of students, staff, parents/carers and community members regarding the implementation of Choice Theory®/Reality Therapy/Lead Management at the declaring school.
7. Engages in face-to-face in-person meetings or via Zoom or Teams with other members of the co-verifying team, and where applicable, followed by useful written evaluation shared with the school community regarding the plan for continuous improvement.
8. Contacts WGI GQS and the MO to notify that the school has met the criteria to be a GQS.
9. Shares exciting discoveries with the principal and CLT.
10. Writes a final report for the MO Board, the WGI GQS Committee and WGI.

### **PROCESS FOLLOWING DECLARATION AND CO-VERIFICATION**

- A WGI Certificate, electronic logo and a Statement of Support is sent to the GQS Principal by WGI GQS.
- The school is then free to celebrate with the wider school community.
- The MO collaborates with the school for a way to recognise the status of the school as another GQS in their country.

### **MAINTAINING STATUS FOLLOWING CO-VERIFICATION**

Each year, the school will write a brief GQS 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 Consultant prepares and sends a report outlining evidence of their continued 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 have a face-to-face or online meeting with a WGI GQS Committee member at any time or a site visit by a co-verification team. When a school has a change in principal or significant number of staff changes, it is strongly encouraged to have a site visit.

## **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, and staff and student needs.

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