
Teaching in the Quality Classroom

Sample Lesson

Study Teams and Group Activities

If you register as an individual, ask a colleague or spouse to participate with you in discussion assignments. If that is not possible, use group activities for your own personal reflection.

Application Assignments and Access to a Classroom

If you are an administrator, counselor, or do not currently have access to a classroom, instead of reporting on implementation of application assignments describe how you plan to use the course concepts in your environment.



Study Session #1

Quality Schools: An Introduction

SESSION GOAL:

To have participants explore the concept of quality work; to learn about W. Edwards Deming's work in managing for quality; and to learn how Dr. Glasser has combined Deming's ideas with control theory to produce the Quality School movement.

PREPARATION:

 Review Chapter 11 in *The Quality School*
 Read and discuss the Overview and Expectations for this Session #1. Then meet with your study team to complete the following activities:

- 1) From your reading of the course texts, identify and discuss ideas that most impressed you about Deming's approach to quality in business and industry.
- 2) From your reading, what do you believe to be the most significant benefit of Quality Schools?
- 3) Dr. Glasser states that there is a major difference between the Quality School movement and other approaches to improving education. That difference is that in the Quality School movement the educational practices are based on control theory. Why is having a theoretical basis to educational innovation important?
- 4) Turn to the Preface in *The Quality School*. Discuss what a boss does and what a leader does in each set of comparisons. Cite examples.

OVERVIEW:

“ If our students are to compete in today's highly competitive world of quality products and services, we have no choice but to push our goal forward from competence to quality. The ideal world of yesterday has become the real world of today. ”

**Dr. William Glasser,
The Quality School Teacher**

If we accept the idea that the purpose of any organization, public or private, is to build a high-quality product or perform high-quality service, then we must also accept the idea that the workers in that organization must do high-quality work and that the job of the manager is to assist and guide toward that goal. In our schools, students are the workers, and today few students work hard and almost none do what we or they would call quality work in their regular academic classes. Those who manage schools – teachers who manage students directly and administrators who manage both teachers and students – are in most cases highly dedicated, humane people who have tried very hard but have yet to figure out how to consistently manage so that students achieve high-quality work.

When we look into who has taught managers to manage so that almost all workers do high quality work, one name stands out, Dr. W. Edwards Deming. Dr. Deming was the man who, shunned by his own country, was hired by the Japanese to teach them a way of managing workers so that they could produce high-quality products at a low price. Their success is legendary.

This course examines how Dr. Glasser has taken Deming's management ideas, merged them with his control theory explanation of human behavior and produced a blue print for quality education in his two books *The Quality School* and *The Quality School Teacher*.

First, Dr. Glasser says that we must change from boss-managing students to lead-managing them. Boss-management is coercive, "learn or I will hurt you." Lead management is non coercive and is based on managing workers (students) in a manner that is need satisfying to them and eliminates fear.

Managing (or teaching) in a manner that is need satisfying is essential to encouraging quality work. In *The Quality School*, Dr. Glasser combines his control theory concepts with Deming's thoughts and further explains that school should be managed so that working at learning fulfills students' basic needs for survival, belonging, power, freedom and fun.

Dr. Glasser explains that there are three conditions for quality work: a quality work place, work that is shown to be useful, and self-evaluation. All three of these conditions must be met if quality work is to be possible. This course will look closely at each of the three conditions and lead teachers to discover the strategies needed to meet them.

Teaching to quality will not be easy and it will take time. In the beginning, students may not even know what quality is; much less that it is what they want. But if teachers can implement the three conditions of quality in their classrooms, their students will feel good about learning and will want to keep it up so they can continue to feel good; i.e., competent and confident. As they do, and as they are taught the concepts of control theory, they will become aware that quality is something they want and that in a quality classroom, they can achieve it.

EXPECTATIONS:

By the end of this session, participants will:

- ✧ Explore the meaning of the term "quality" and how it can be applied to work in the classroom.
- ✧ Understand how the work of W. Edwards Deming relates to Dr. Glasser's Quality School movement.
- ✧ Understand the three conditions that must be present for quality to exist.
- ✧ Analyze their classrooms in terms of Dr. Glasser's guidelines for creating a supportive, quality work place.
- ✧ Plan to introduce the concept of quality work to their students.
- ✧ Implement their plan to present the concept of quality to their students.
- ✧ Evaluate the effectiveness of their implementation.



GROUP ACTIVITY:

Preparation for Video Viewing.

As a team, prior to viewing the video, discuss each of the issues/questions and respond as directed.

Webster's unabridged dictionary defines quality as:

QUALITY: Degree of excellence; degree of conformance to a standard (as of a product or workmanship); inherent or intrinsic excellence of character or type; superiority in kind.

In his first chapter of *The Quality School*, Dr. Glasser makes the following comments regarding the definition of "quality" as the term applies to education:

" It would be extremely difficult to come up with an exact definition of quality education that would apply to all situations. Even without being able to define it, however, we can almost always recognize quality when we see it. "

For this activity, your assignment is to explore what the term "quality" means to you and to the other members of your study team.

☛ First, with your study team, discuss what the term "quality" in general means to each of you. What are the characteristics of a quality product; of a quality relationship; of a quality experience?

☛ After your discussion, come to a consensus as to a brief, general definition of quality and write that definition down.

☛ Next, focus on the term quality as it applies to work done in school. What are the characteristics of Quality Schoolwork? How would you identify Quality Schoolwork? What distinguishes quality work from other schoolwork? After your discussion, come to a consensus on a brief definition of Quality Schoolwork. Now, proceed to the Viewing Activity.



VIEWING ACTIVITY:

As a team, view the video for Session One, "Creating a Quality School." In this video, Dr. Glasser will introduce the course and explain how his work in schools relates to that of Deming's work in business and industry.

☛ As you view the video, make notes of the ideas and activities that you will want to discuss with your study team.



VIDEO DISCUSSION ACTIVITY:

After viewing the video, discuss the content presented with your study team. (You may want to view the video a second time stopping it as necessary to discuss the content.) Suggested discussion questions are given below:

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- Dr. Glasser states that fewer than 15% of students today are doing quality work in school. Discuss this with your study team. What has been your experience? Is the percentage higher in extra curricular activities? Why? Why not?
 - Discuss what you believe Dr. Glasser meant when he said, “ ‘A’ doesn’t mean quality.”
 - Identify and discuss the similarities between Deming’s “new psychology” and Glasser’s Conditions of Quality.
 - In general, what do you believe the educators in the video want for their students?
 - What are they doing to produce those results? In what ways do their practices differ from those in more traditional schools?
 - Discuss Jean Malherek’s belief that a proactive program of need fulfilling learning activity makes it unnecessary to force children to do their work. What do you believe she meant?
 - Stephanie Bardal spoke about the school and her classroom as communities. To help them be a community, she said that her students had written a classroom agreement. What was her rationale for this activity? What do you believe the agreement should say?
 - In terms of their attitude toward behavior and work, how might students from schools shown on the video differ from those attending traditional schools?
 - Hank Benjamin spoke of “thing changes” –rearranging his room, reading real books– and “teacher changes” – putting down the red pencil, looking for the good. Discuss the effect that each of those changes would have on the students and their work. From the scenes you watched, was the plan working? Why? Why not?
 - Billy’s is an exciting success story. What started the turn-around?
 - Analyze Billy’s recovery in terms of Dr. Glasser’s three conditions of quality. Discuss ways that Hank Benjamin implemented each of them and the role they played in helping Billy produce quality work, the key to his success.

INDIVIDUAL ACTIVITY:

Worksheet

This worksheet will help you prepare for the Classroom Application Assignment for this session. Your assignment is to introduce the concept of quality work to your students.

(Note: Throughout this course, assignments will require that you work with your “class.” If you teach in a departmentalized school and have several classes, select one class to work with throughout this course.)

Dr. Glasser suggests that even before asking your students to do quality work, you should talk with them about quality and how good it feels to have it in their lives. He suggests that you make time in your teaching to talk about something of quality that would interest your students – for example, mention a movie that most of them have seen and that you know many of them liked.

You could use the movie as a lead-in to involve them in a discussion of what they liked about it and to associate those parts with the concept of quality. The point is that the more you get your students to talk about quality in terms of things they enjoy the sooner they will grow comfortable with the idea of making quality a real part of their lives.

To put the task of introducing quality work to your students in proper perspective and to gain additional ideas for carrying it out, review pages 92-105 in the textbook, *The Quality School*. You'll find Dr. Glasser's ideas to be interesting and specific.

📌 When you have decided how you will conduct this activity, describe it in the space provided below: Also note your time line: when will you implement your plan. How much class time are you allotting? Remember Dr. Glasser's advice, don't rush it. A couple of short conversations that relate quality to enjoyment and success should precede your discussion about quality work in school.

Plan:

Time Line:



GROUP ACTIVITY:

Share the above worksheet with your study team.

☛ Have members of your study team explain their plan. Discuss each of the plans in depth. Get ideas from each other that will enrich your classroom discussions. How is the concept of quality to be introduced? Is the plan age-appropriate? Is the time line reasonable? What results do you want? What ideas about quality do you want your students to have when the discussion is over?

☛ After your discussion, make any changes in your plan that you feel are necessary.

📌 Please record significant ideas gained from this activity.



INDIVIDUAL ACTIVITY:

The following excerpt is taken from *Principle-Centered Leadership* by Stephen R. Covey. Mr. Covey works with companies worldwide, providing a variety of corporate leadership programs.

“It is high time for many individuals and companies to make a quantum leap in performance, a healthy change of habits, a major shift in patterns; otherwise, it's business as usual – and that's simply not cutting it any more.

Victor Hugo once said, ‘there is nothing so powerful as an idea whose time has come.’

When the book *In Search of Excellence* took this county by storm, capturing the imaginations of people throughout society, it was a clear indication that the time had come for the idea and the ideal of excellence.

The question is ‘how?’ – how do we change to achieve excellence?

I have found that if you want to improve a little, change your attitude or behavior. But if you want to improve in major ways – I mean dramatic, revolutionary, transforming ways – if you want to make quantum improvements, either as an individual or as an organization, change your frame of reference. Change how you see the world, how you think about people, how you view management and leadership.

I’m suggesting that you change your paradigm, your scheme for understanding and explaining certain aspects of reality.

For example, suppose we have a street map of Los Angeles. It gives us a certain paradigm of the city. It is most helpful in finding our way around. But suppose you are in business, and you are more interested in identifying high tech businesses in the city. That street map is just about worthless to you. You need a new paradigm, a different kind of map... ”

In the first chapter of *The Quality School*, Dr. Glasser makes the following statement with respect to change in business and education:

“ Although there may be the beginnings of a management evolution in a few major industries, these changes are far from widespread, and almost none have reached the schools. Here, as in most industries, teachers and students are being managed in the same way they always have been, the same way people have been managed for centuries, by a method based on an ancient, ‘common sense’ theory of how we function, which is best called stimulus-response ...When it (stimulus-response theory) is used to manage people, it leads to a traditional management method that I will call boss-management ...Managing for quality demands a new non coercive method of management that I call lead-management ...Moving to lead-management, however, means breaking with tradition, and this is always hard to do. ”



GROUP ACTIVITY:

With your study team, discuss the above excerpts with respect to changes in education. Suggested questions are listed below.

Compare the statements by Mr. Covey and Dr. Glasser. Mr. Covey speaks about a new paradigm and Dr. Gasser speaks about breaking from tradition. Are Dr. Glasser and Mr. Covey sending the same message with respect to what is needed in an organization for significant change? Match up the compatible ideas. What is Dr. Glasser’s response to Mr. Covey’s call for “quantum improvements?” Is stimulus-response the “old” street map? As a team, discuss the need for a new approach to education.

In the texts, Dr. Glasser makes the point that a major difference between the Quality School movement and other approaches to innovation is that the Quality School movement has a solid theory base, control theory. From your reading of the texts, do you agree that control theory presents a different way of looking at the world and human behavior? How will understanding control theory satisfy Covey’s call for a paradigm shift? Identify and discuss practices that mark Quality Schools as a “different kind of map,” a new management system for producing the quality our country and the world is calling for.

📝 Record notes on your discussion



GROUP ACTIVITY:

☞ With your team reach consensus as to what you believe is needed to make significant, lasting changes in the educational system. Record your team's thoughts.



INDIVIDUAL ACTIVITY:

Review the following summary of the key points for this session before proceeding to the Classroom Application Assignment. As you review the key points, consider which of them seem to be most important for your students.

SUMMARY OF KEY POINTS:

⇒ W. Edwards Deming's work in business and industry parallels that of Dr. Glasser in education.

⇒ Both Deming and Glasser call for an end to coercion in the work place (classroom).

⇒ Boss-management is coercive.

⇒ Lead-management is non coercive.

⇒ Quality work is only possible under lead-management.

⇒ The foundation for the Quality School movement is control theory.

⇒ Control theory states that behavior is internally controlled, not externally controlled as postulated by stimulus-response theory.

⇒ Control theory states that human beings learn and behave in order to satisfy (fulfill) five basic needs: to survive, to belong, to gain power, to be free, and to have fun.

⇒ Schools that practice lead-management and seek to meet students basic needs encourage students to do quality work.

CLASSROOM APPLICATION ASSIGNMENT:

Refer to the worksheet that you completed earlier in this session. In that activity you planned to present the concept of quality to your students.

Your Classroom Application Assignment for this session is to carry out your plan.

After you have implemented your plan, complete the Learning Report for this session.

LEARNING REPORT: INDIVIDUAL ACTIVITY

Please turn to the Learning Report for this section in the back of this book and record your answers as directed.

Please Note:

1) All Learning Reports will be at the back of the book for easy removal so that they can be submitted for grading.

2) Learning Reports constitute 50% of your final grade. They must be:

- Written as an individual report, not a study team activity. (Discussing with your study team the directions and possible approaches for successfully completing the activity is a recommended procedure.)

- Written legibly and clearly to ensure that evaluators can read and understand them.

(Making a copy of the Learning Report and typing in your responses, or replicating the Learning Report information on a word processor and completing the work it calls for are excellent methods for ensuring readability and understanding.)