

Quality Educational Programs, Inc.

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# **Enhancing Instruction: Teaching in the Quality Classroom**

**A Distance Learning Graduate Course  
Based on the Work of Dr. William Glasser**

**Course Proposal**

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"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*

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## Rationale

### **The Problem: The Majority of Students Today Are Not Producing Quality Work**

If we accept the idea that the purpose of any organization, public or private, is to build 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.

Is the problem unsolvable? Should we continue to be satisfied with student work that is "good enough?" Or should we look for organizations in which almost all workers are working hard and doing a high quality job and try to apply to the schools the techniques that managers use in these places?

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 Choice 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*.

### **The Solution: Teaching and Managing for Quality in the Classroom.**

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 noncoercive and is based on managing workers (students) in a manner that is need satisfying to them and eliminates fear.

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Managing (or teaching) then in a manner that is need satisfying is essential to encouraging quality work. In *The Quality School*, Dr. Glasser combines his Choice 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.

### 1. The Quality Work place

Quality schoolwork (and the quality life that results from it) can only be achieved in a warm, supportive classroom environment. It cannot exist if there is an adversarial relationship between those who teach and those who are asked to learn. Not only need there be strong, friendly feeling between teacher and students, this same feeling is necessary between students, teachers and administrators. Above all, there must be trust: students must believe that in all you ask them to do, as well as how you ask them to do it, you have their welfare in mind. Without trust neither students nor teachers will make the effort needed to do quality work. Because the ability to talk to others who listen is the foundation of warmth and trust, the students must be encouraged to talk honestly and easily to their teacher and he or she to them. Under no circumstances should anyone in a Quality School attempt to coerce or punish another person.

### 2. Students Should Only Be Asked To Do Useful Work

Quality work is always useful work; no student should be asked to do anything that does not make sense, such as to memorize material that will soon be forgotten because there is no use for it except in school. The Quality School teacher accepts that it is his or her professional responsibility to explain what is useful about everything he or she asks students to learn. Because they trust that their teachers will do this as soon as they can, students will be willing to do a substantial amount of work before its usefulness is clear to them. What they are asked to do need not be of immediate practical use, but it has to have some use: aesthetic, artistic, intellectual or social.

### 3. Self-Evaluation

Quality work, as good as it may be, is never static. Quality can almost always be improved. The Quality School teacher will make the effort to teach students how to evaluate their own work and then ask them to do this almost all of the time. Teachers in a Quality School would not nag, but they would send out a constant message that almost all work can be improved. Even if the initial work might be

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judged as quality, students would be encouraged to see if a little additional effort would result in improvement. As stated, the teacher should stress that quality takes precedence over quantity. A large volume of low-quality work has nothing to do with learning or quality education.

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 and will want to keep learning so that continue to feel good. As they do, and as they are taught the concepts of Choice Theory, they will become aware that quality is something they want and that in a quality classroom, they can achieve it,

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## **Course Title**

"Enhancing Instruction:  
Teaching in the Quality Classroom"

## **Course Description**

"Enhancing Instruction: Teaching in the Quality Classroom" is a three semester or five quarter hour graduate course designed to give teachers the theory and skills to create lesson plans that meet the basic psychological needs of students, gain their cooperation in the learning process, and promote quality work. Based on the work of Dr. William Glasser, this course leads participants through a series of learning activities designed to instruct them in the concepts of Choice Theory and Quality Schools and how these concepts can be combined in a program of instruction and behavior management that results in quality student work.

## **Course Goal**

The goal of this course is to have participants study Dr. Glasser's Quality School concepts, analyze them in terms of their own teaching situation and create instructional strategies that will enhance their students' academic achievement and problem-solving skills.

## **Course Outline**

In the following outline, the term "Course of Study" refers to a study plan that includes required reading, video viewing, discussion questions, learning activities, worksheets, application assignments and progress reports.

### **Session #1: Quality in Schools: An Introduction**

Objective: To have participants explore the concept of quality work; how Deming introduced it to Japan, and how Dr. Glasser has applied Deming's approaches to the school setting.

Instructional Materials: Texts, Course of Study, Video: "Creating a Quality School."

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Session #2: Quality and Choice Theory

Objective: To have participants study the three conditions Dr. Glasser's maintains must exist in a classroom in order for quality work to be produced.

Instructional Materials: Texts, Course of Study, Video "Choice Theory and the Quality World."

Session #3: Condition for Quality #1: Creating a Supportive Environment

Objective: To have participants understand the importance of creating a work place that is conducive to quality work and to have them critically analyze their own classrooms in terms of course content.

Instructional Materials: Texts, Course of Study, Instructional Posters, Video: "Creating a Supportive Environment."

Session #4: The Elements of a Quality Work Place

Objective: To have participants analyze quality work pace concepts and explore ways to incorporate them into their own teaching philosophies and teaching styles.

Instructional Materials: Texts, Course of Study, Video: "Creating a Supportive Environment." (Second viewing)

Session #5: Condition for Quality #2: Teaching Useful Work

Objective: To have participants explore the concept of useful work and examine how that concept relates to Choice Theory and quality work.

Instructional Materials: Texts, Course of Study, Video: "Quality and Useful Work."

Session #6: The Elements of Useful Work

Objective: To have participants develop instructional strategies that simultaneously teach students academic content and at the same time strengthen three basic life skills: speaking/listening, reading/writing and problem solving.

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Instructional Materials: Texts, Course of Study, Video: “Quality and Useful Work.” (Second viewing)

Session #7: Condition for Quality #3: Quality and Self-Evaluation

Objective: To have participants understand the role that self-evaluation plays in producing a continuous improvement process that yields quality classroom work.

Instructional Materials: Texts, Course of Study, Posters, Video: “Quality and Self-Evaluation.”

Session #8: The Elements of Self Evaluation

Objective: To have participants explore self-evaluation by creating self-evaluation strategies for themselves and their students.

Instructional Materials: Texts, Course of Study, Video: "Quality and Self-Evaluation." (Second viewing)

Session #9: Teaching Self-Control and Problem Solving

Objective: To have participants understand Choice Theory concepts as they apply to help students gain control over their own lives and solve their own problems.

Instructional Materials: Texts, Course of Study, Video "Teaching Self-Control and Problem-Solving Skills."

Session #10: Developing Strategies for Teaching Self-Control and Problem Solving.

Objective: To have participants develop classroom strategies that teach students to take effective control of their own behavior and solve problems that are a part of their living and learning at school.

Instructional Materials: Texts, Course of Study, Video: "Teaching Self-Control and Problem-Solving Skills." (Second viewing)

Session #11: Creating Quality Learning Activities

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Objective: To help participants investigate and learn to use instructional strategies that both meet students basic psychological needs and teach required curriculum.

Instructional Materials: Texts, Course of Study, Video: "Creating Quality Learning Activities."

Session #12: Concurrent Evaluation and Academic Achievement

Objective: To have participants design, utilize and evaluate concurrent evaluation strategies designed to help students improve the quality of their work.

Instructional Materials: Texts, Course of Study, Video: "Creating Quality Learning Activities." (Second viewing)

Session #13: Teaching in the Quality Classroom

Objective: To help participants synthesize and personalize course concepts by critically examining profiles of teachers working in quality classrooms

Instructional Materials: Texts, Course of Study, Video: "The Quality Classroom."

Session #14: Managing in the Quality Classroom

Objective: To have participants assess the Quality School program by critically examining profiles of schools following Dr. Glasser's quality concepts.

Instructional Materials: Texts, Course of Study, Final Assignment, Video: "The Quality Classroom." (Second viewing)

Session #15: The Quality School

Objective: To have participants view a video of a teaching situation, have them analyze it in terms of course content, have them identify key course strategies as utilized in the video and have them suggest ways in which the video teacher could improve his or her lesson plan in a way that would produce higher quality work.

Instructional Materials: Texts, Course of Study, Final Assignment, Video: "The Quality School."

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## Participant Characteristics

This course is designed for teachers and administrators in grades kindergarten through twelve. Participants will have a bachelor's degree and a valid teacher credential (if applicable). There are no other prerequisites.

## Instructional Materials

Instructional materials for this course include:

a.) Basic texts:

Glasser, William. *The Quality School*. New York: Harper Collins, 1990.

Glasser, William *The Quality School Teacher*. New York: HarperCollins, 1993.

b.) Course Media:

Video: "Creating a Quality School."

Video: "Choice Theory and the Quality World."

Video: "Creating a Supportive Environment."

Video: "Quality and Useful Work."

Video: "Quality and Self-Evaluation."

Video: "Teaching Self-Control and Problem-Solving"

Video: "Creating Quality Learning Activities."

Video: "The Quality Classroom"

Video: "The Quality School."

c.) Course of Study.

This book contains summaries of course content, pre-video viewing activities, discussion questions, group activities, individual activities, worksheets, classroom application assignments, and learning reports.

d.) Bibliography.

e) Recommended Reading.

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## Learning Activities

1. For each of the fifteen (15) sections of this course, participants will complete the following activities:

- a.) Read the assigned chapters of the course text.
- b.) Read supplemental articles in the course of study book.
- c.) Participate in a study/preparation activity with a colleague.

NOTE: While benefits are greatest when participants take this course as a part of a study team, participants can successfully complete course requirements by working with a friend or colleague who is not enrolled in the course; or, by reflecting upon the material and considering how they might use it in their teaching situations.

- d.) View instructional videos.
- e.) Discuss (see above note) course material in terms of participants' own students.
- f.) Record summary of discussion activities in progress report
- g.) Design, implement, and evaluate an application of course content in their teaching situation.

NOTE: If participants are taking this course during the summer or at a time when they do not have access to a classroom, they follow these directions with respect to classroom application projects.

- 1. If they choose to design a classroom lesson or activity for their project, they design it for a class that they have had in the past.
- 2. Instead of implementing their activity in a classroom, they share their activity design with a colleague and ask for their input.
- 3. Based on the input received from their colleagues, they make whatever changes they feel are appropriate to improve their activity design.
- h.) Summarize classroom application design, application experience, and evaluation in progress report.
- i.) Post progress report online and post reactions to the progress reports of other students.

2. Submit a final paper.

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## Course Outcomes

As a result of their work in this course, participants will be able to:

- 1.) Demonstrate the use of Choice Theory concepts to encourage students to do their best work.
- 2.) Develop, implement, and evaluate quality teaching strategies designed to create a supportive classroom environment.
- 3.) Develop, implement and evaluate quality teaching strategies designed to emphasize the usefulness of the material being taught.
- 4.) Develop, implement, and evaluate quality teaching strategies designed to teach students how to self-evaluate.
- 5.) Develop a system to create a quality classroom based on an application of Dr. Glasser's quality schools concepts and practices.
- 6.) Develop and describe an action plan to implement and evaluate their quality classroom system.
- 7.) Evaluate and reflect upon their course experience and plan for the future use of knowledge and skills gained in this course

## Progress Reporting and Evaluation

Participant achievement will be measured by a combination of the following:

- A. An evaluation of participant's 15 progress reports. (Outcomes 1, 2, 3, and 4.)

Each progress report will be evaluated for:

- completeness and quality of responses.
- accuracy of information.
- appropriateness of classroom application.
- quality of reflection.

- B. An evaluation of participant's professional paper. (Outcomes 5, 6, and 7.)

The professional paper will be evaluated for:

- inclusion of required components.
- synthesis and analysis of course concepts.
- presentation in an organized, professional manner.

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## Bibliography

### Books:

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- Floyd, Carleen, *My Quality World*. Chapel Hill, North Carolina: New View Publications, 1990.
- Glasser, W. *Choice Theory in the Classroom*. New York: Harper & Row, 1986.
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- Glasser, W. *The Quality School, Managing Students Without Coercion*. New York: Harper Collins, 1990.
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- Gossen, Diane. *Restitution*. Chapel Hill, North Carolina: New View Publications, 1991
- Gossen, Diane. *My Child is a Pleasure to Live With*. Chapel Hill, North Carolina: New View Publications, 1985.
- Good, Perry. *In Pursuit of Happiness*. Chapel Hill, North Carolina: New View Publications, 1992.
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### Periodicals:

- Glasser, W. "The Quality School." *Phi Delta Kappan* 71, 424-435.
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## Recommended Reading

- Coles, Gerald. *The Learning Mystique*. New York: Pantheon, 1988.
- DeVries D., and Edwards, K. "Learning Games and Student Teams: Their Effects on Classroom Process." *American Educational Research Journal*, 10, 307-318.
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- Joyce, B. and B. Showers. *Student Achievement Through Staff Development*. New York: Longman, 1987.
- Joyce, B. and M. Weil. *Models of Teaching*. New Jersey: Prentice-Hall, 1986.
- Kidder, T. *Among Schoolchildren*. New York: Houghton-Mifflin, 1989.
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- Pepitone, J. *Children in Cooperation and Competition*. Lexington, MA: Lexington Books, 1980.
- Powers, W. *Behavior: The Control of Perception*. Chicago: Aldine, 1973.
- Shaefer, R. J. *The School As A Center of Inquiry*. New York: Harper & Row, 1987.
- Wubbolding, R. E. *Using Reality Therapy*. New York: Harper & Row, 1988.