

**Balanced Performance Improvement Series:**

# **Developing a Performance Leadership Handbook**



Georgia Leadership Institute  
for School Improvement

**A Performance-based Learning Module  
for Georgia's Educational Leaders**

## Related Modules

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### Module Series

This **Balanced Performance Improvement Series** includes:

- *Leading a Team to Develop Performance Foundations*
  - *Leading a Team to Select Performance Measures*
  - *Leading a Team to Develop Strategy Maps*
  - *Leading a Team to Develop a Balanced Scorecard*
  - *Leading the Cascading of the Balanced Scorecard*
  - *Leading a Team through Process Improvement and Process Mapping*
  - *Leading a Team to Allocate Resources Using the Balanced Scorecard*
  - *Leading a School through SACS Accreditation Using the Balance Scorecard*
  - *Leading a District through SACS Accreditation Using the Balance Scorecard*
  - *Developing Increased Parent Engagement in Schools Using the Balanced Scorecard*
  - *Developing Increased Parent Engagement in Districts Using the Balanced Scorecard*
  - *Leading a Team to Implement Visual Reporting*
  - *Developing a Performance Leadership Handbook*
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### Related GLISI Modules

Other modules related to this topic include:

- *Developing SMART Goals from Performance Measures*
  - *Leading Team Discussions*
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# Performance Objective(s)

Given This...	Do This...	To Meet These Criteria...
<ul style="list-style-type: none"> <li>• A minimum of eight hours (in one session, or divided into several sessions)</li> <li>• A location for conducting a meeting</li> <li>• Representatives from key stakeholder groups (core advocates for the development of a Performance Leadership Handbook)</li> <li>• A project champion (the person who will see the project through to its successful completion and provide final approval and signoff)</li> <li>• The organization's foundational statements: mission, vision, values and/or beliefs</li> <li>• Resources for facilitating group discussion and brainstorming, including markers, sticky notes, and/or supporting computer software and equipment</li> </ul>	<p>Develop a Performance Leadership Handbook for your organization.</p>	<ul style="list-style-type: none"> <li>• The detailed task performance criteria listed in the Performance Checklists in the Topic Practice(s), Final Practice, and Final Assessment</li> <li>• GLISI's criteria for how to work effectively as a team leader/facilitator, listed in the Performance Feedback Form(s) located in the Final Practice and Final Assessment</li> </ul>

# Module Introduction

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## Developing a Performance Leadership Handbook

The purpose of a Performance Leadership Handbook (PLH) is to articulate clearly what school and district leaders should do to improve performance. Leaders include assistant superintendent, superintendents, principals, assistant principals, and directors, such as transportation and athletic directors. Oftentimes, such expectations are communicated during group meetings and one-on-one conversations with individuals. However, a PLH codifies the expectations and provides a single document to refer to when addressing underperformance.

Other publications, such a personnel handbook, document expectations for larger audiences, whereas the PLH is created specifically for leaders and focuses on leadership skills and strategies.

In this module you will collaboratively draft, finalize, and cascade a PLH for your organization

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## Benefits of a PLH

In addition to codifying and clearly communicating expectations for school leaders, the PLH can help you:

- Review and reflect upon the expectations you have for your leaders
  - Eliminate any ambiguities surrounding school leader expectations by identifying non-negotiable items
  - Connect the dots between the various performance improvement programs and show how they work together
  - Prepare your leaders for a new school year by pointing to key components as reminders
  - Induct new leaders into the culture and identity of the school district.
- 

## Keeping the PLH Light

To keep the PLH from becoming a mammoth document, it lists *what* to do, not *how* to do it. That is, it describes the expectations succinctly and references other documents for related details. For example, a PLH would reference the SACS (Southern Association of Colleges and Schools) standards, but not include them. This simplified approach keeps the PLH lean and easy to use.

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**Example PLH**

Included with the files for this module is an example of a PLH for a hypothetical school district (see file *Alphabet\_District\_PLH.pdf*).

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**What Is the Leader's Role?**

- Be prepared with the necessary materials and supplies
  - Schedule and communicate meeting times and locations to participants
  - Thank the participants, acknowledging everyone's worthwhile contribution to the group and commitment to future actions
- 

**Begin With The End in Mind**

Research about effective assessment of performance tells us that the learner always performs better when they understand what they should know and be able to do. For this reason, you are encouraged to **review the Final Assessment in its entirety** in order to:

- Understand the knowledge, skills, and behaviors that are being taught and tested in this module
  - Understand the standards (performance criteria) by which your performance will be assessed
  - Gauge your current level of performance against what will be expected of you by the end of the module
  - Prioritize which areas to concentrate on as you work through the module
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# Topic 1: Preparing for Performance Leadership Handbook Development

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## Preparing for Development

The PLH offers many benefits without changing or adding to the established expectations for leaders. Because it presents a new approach to the way the organization communicates these expectations, it requires some legwork to ensure support and acceptance.

In this topic, you will lay the groundwork for creating an effective and widely accepted PLH by:

- Recruiting and educating a core group of advocates for the adoption of the PLH
- Determining the approval process for the PLH
- Forming a PLH development team

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## What Resources are Required?

Time with senior leaders (e.g. superintendent, assistant superintendent, lead principals, directors)

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## How Do I Do It?

- Read through the steps in the step-action table (see next page)
  - Study any accompanying examples
  - Complete the practice exercise
  - Share the results with your Performance Coach
-

**Step-Action Table**

Step	Action	
<p><b>1. Establish a core group of advocates</b></p>	<p>To establish a core group of advocates who will support the adoption of a PLH:</p> <ul style="list-style-type: none"> <li>• Identify seven to ten senior leaders (e.g. superintendent, assistant superintendent, lead principals, directors) who have the capacity to support this project by:                             <ul style="list-style-type: none"> <li>○ Contributing suggestions for the PLH's contents</li> <li>○ Reviewing and providing feedback on the draft and final versions</li> <li>○ Engaging other leaders in the field with respect to the PLH's development and adoption</li> </ul> </li> <li>• Communicate to the potential core advocates the purpose of the PLH and its benefits (see the module introduction) via group meeting or email memo, and provide an example if needed (see file <i>Alphabet_District_PLH.pdf</i> included with this module).</li> </ul>	
	<b>IF...</b>	<b>...Then</b>
	You are able to recruit a core group of 7-10 advocates	Proceed to step 2
	A core group and champion could not be established	<ul style="list-style-type: none"> <li>• Expand the list of potential core advocates, revisit your pitch for the adoption of a PLH (content and delivery method) &amp; retry</li> <li>• Or, reverse the order of steps 1 &amp; 2 by attempting to establish a PLH champion and <i>then</i> a core group of advocates</li> </ul>
<p><b>2. Choose a champion</b></p>	<ul style="list-style-type: none"> <li>• Identify the PLH's champion (e.g. superintendent) — the person who:                             <ul style="list-style-type: none"> <li>○ Will see the project through to its successful completion</li> <li>○ Has the authority to act as the final decision maker in areas of dispute</li> <li>○ Will provide final signoff on the PLH contents and format</li> </ul> </li> </ul>	
<p><b>3. Document initial input</b></p>	<p>As you recruit advocates and a champion for the PLH, document their initial feedback and suggestions if they are offered.</p>	

Topic 1: Preparing for Performance Leadership Handbook Development  
Developing a Performance Leadership Handbook

Step	Action
<b>4. Determine the approval process</b>	<p>Document the anticipated approval process* for the final PLH, including (Note: the approval process does not include development steps or processes):</p> <ul style="list-style-type: none"> <li>• Individuals, groups, and/or departments responsible for reviewing the final document (Superintendent, Human Resources, Finance, etc.)</li> <li>• Proofing and copyediting process</li> <li>• Procedure for final signoff</li> </ul> <p>Create a flowchart that illustrates the steps in this process.</p> <p>*Due to the fact that it is still early in the PLH project, this approval process is probably subject to modification and may require flexibility on the part of all contributors</p>
<b>5. Create a project timeline</b>	<p>Determine the timeline for drafting, revising, finalizing, and distributing the PLH. To estimate the time needed to produce the PLH, see the Topic 2 step-action table for the associated task descriptions.</p>
<b>6. Plan the renewal process</b>	<p>Determine the process for reviewing and updating the PLH each year, including:</p> <ul style="list-style-type: none"> <li>• Participants</li> <li>• Major tasks</li> <li>• Timetable for completion and distribution of the updated version</li> </ul>
<b>7. Form a PLH development team</b>	<p>Recruit two or three leaders with whom you will work to draft, revise, and finalize the PLH.</p>

Topic 1: Preparing for Performance Leadership Handbook Development  
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Step	Action	
<b>8. Secure signoff on the PLH development plan</b>  <b>NOTE: Keep the final PLH development for documentation purposes</b>	Review the following with the project champion: <ul style="list-style-type: none"> <li>• Approval process</li> <li>• Project timeline</li> <li>• Renewal process</li> </ul>	
	IF...	...Then
	All are approved	Proceed to Topic 2
	All are approved with recommended changes	Make the required revisions and then Proceed to Topic 2
	One or more has not met approval	<ul style="list-style-type: none"> <li>• Work with the project champion to identify the problem areas</li> <li>• Re-design the associated process or timeline</li> <li>• Resubmit for approval</li> </ul>

## Practice Exercise

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### Instructions

- Complete the steps in the Step-Action Table for this topic
  - Complete the Practice Worksheet and/or forms, listing results that are realistic based on the information in the practice scenario below
  - Check your work
  - Meet with your Performance Coach to review the results and decide what to do next
- 

### Practice Scenario

- Working on your own or with a peer, use the Performance Leadership Handbook (PLH) Preparation Form (Appendix A) to create a hypothetical plan for creating a PLH:
    - List potential core advocates
    - Predict probable steps in the approval process, including a flowchart sketch or drawing
    - Draft a high level project timeline
    - Draft a plausible renewal process with estimated times
    - List potential members for your PLH development team
  - Because this activity is for practice, it is not necessary to confirm availability or commitment from potential participants.
  - Review your hypothetical plan with at least one potential core advocate and note their feedback on the plan.
-

**Topic Practice Performance Checklist**

**Select one:**    Performer’s self-assessment    Performance Coach’s observations

**Performer’s Name:** \_\_\_\_\_

**Performance Coach’s Name:** \_\_\_\_\_

**Date of Performance:** \_\_\_\_\_

*Check off each criterion that is observed. If the performance meets criteria with satisfactory quality, mark Yes. If not, mark No and provide feedback (use the back of the page for more space). Enter this performance into your portfolio when **all** items are marked Yes.*

Evidence	Criteria	Proficient? Give Feedback.
1. A hypothetical PLH development plan is present	The plan includes: <input type="checkbox"/> 7-10 core potential advocates <input type="checkbox"/> Probable steps in the anticipated approval process <input type="checkbox"/> Flow chart of the steps <input type="checkbox"/> High-level project timeline draft <input type="checkbox"/> Draft plan for an annual update <input type="checkbox"/> 2-3 potential PLH development team members	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. The hypothetical plan has been reviewed by at least one potential core advocate	<input type="checkbox"/> Notes documenting the core advocate's feedback are present	<input type="checkbox"/> Yes <input type="checkbox"/> No

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# Topic 2: Creating the Performance Leadership Handbook

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## Creating the PLH

With a solid development plan in place, the creation of the PLH is simply a matter of following your plan. That said, the creation of any wide reaching document with input from multiple sources is an iterative process to say the least. However, by collaborating with key stakeholders, the end result will be a PLH with greater acceptance and longevity.

In this topic you will:

- Collaboratively draft a PLH for your organization
- Take the draft through an established review process
- Publish and cascade the final PLH

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## What Resources are Required?

PLH development plan from Topic 1

The PLH development team members identified in Topic 1

Your organization's foundational statements: mission, vision, values and/or believes

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## How Do I Do It?

- Read through the steps in the step-action table (see next page)
  - Study any accompanying examples
  - Complete the practice exercise
  - Share the results with your Performance Coach
-

**Step-Action Table**

Step	Action
<p><b>1. Review the purpose of the PLH</b></p>	<ul style="list-style-type: none"> <li>• Review the function of the PLH with your development team:               <ul style="list-style-type: none"> <li>○ A premeditated and systematic approach to performance improvement</li> <li>○ Codifies the expectations and provides a single document to refer to when addressing underperformance</li> <li>○ Eliminates any ambiguities surrounding leader expectations by identifying non-negotiable items</li> <li>○ Connects the dots between the various performance improvement programs and show how they work together</li> <li>○ Applicable to every leader, district or central office (assistant superintendents, principals, assistant principals, and directors, etc.)</li> <li>○ Aligns with established policy</li> <li>○ Only lists the expectations; not a depository for supporting details</li> </ul> </li> <li>• Share the example (see file <i>Alphabet_District_PLH.pdf</i> included with this module).</li> </ul>
<p><b>2. Review the development plan</b></p>	<p>Share the PLH development plan with your team. Adjust dates as needed based on team member availability.</p>
<p><b>3. Identify non-negotiable components</b></p>	<p>Brainstorm a list of the potential components of the PLH (expectations of leaders in your organization), starting with the non-negotiable items — those items that leaders must adhere to strictly. Examples include:</p> <ul style="list-style-type: none"> <li>• Strategic goal areas for the school system</li> <li>• SIP (School Improvement Plan)</li> <li>• BCS (Balanced Scorecard)</li> <li>• Visual Reporting – chunking data into goal areas (See GLISI module: <i>Leading a Team to Implement Visual Reporting</i>)</li> <li>• Improvement glossary</li> <li>• Teacher induction</li> <li>• Focus walks</li> <li>• Teacher evaluation</li> </ul>

Step	Action
<p><b>4. Identify additional components</b></p>	<p>Brainstorm a list of the potential components beyond the non-negotiable items. Ask, what additional information will help leaders understand what is expected of them? For example:</p> <ul style="list-style-type: none"> <li>• Budget Planning</li> <li>• Community/Business Partnerships</li> <li>• Continuous Improvement Cycle</li> <li>• Data Collection &amp; Analysis</li> <li>• Georgia Leadership Institute for School Improvement (GLISI)</li> <li>• Georgia Department of Education</li> <li>• Leadership Teams</li> <li>• Performance Reviews</li> <li>• Professional Learning</li> <li>• SACS Standards</li> <li>• School Councils</li> <li>• School Safety Plans</li> <li>• Staff Evaluation</li> <li>• Staff Handbooks</li> <li>• Strategic vs. Operational Planning</li> <li>• Teacher Induction Process</li> <li>• Teaching &amp; Learning Expectations</li> <li>• Use of Surveys &amp; Focus Groups</li> </ul>
<p><b>5. Get feedback on the draft list of components</b></p>	<ul style="list-style-type: none"> <li>• Direct the development team members to seek input from the field (from core PLH advocates and other leaders) on the draft list of PLH components. Ask:           <ul style="list-style-type: none"> <li>○ What additional components will help leaders understand and follow the expectations?</li> <li>○ What additional components will help in the evaluation of leader performance?</li> <li>○ What information included in the list is superfluous, if any?</li> </ul> </li> <li>• Revise the list of components as needed based on feedback from the field.</li> </ul>
<p><b>6. Draft the document</b> <b>NOTE: Keep the draft PLH for documentation purposes</b></p>	<ul style="list-style-type: none"> <li>• Create a draft of the PLH that includes the following:           <ul style="list-style-type: none"> <li>○ Introduction</li> <li>○ Brief description of the function and purpose of the PLH</li> <li>○ Summary of the philosophy of your organization’s improvement process</li> <li>○ Performance foundations: (e.g. mission, vision, values)</li> <li>○ A succinct description of each expectation</li> </ul> </li> <li>• Add a table of contents and glossary of key terms.</li> </ul> <p><b>NOTE:</b> Drafting the PLH is a big task and potentially too much for one person. Consider dividing the task up between yourself and the members of the development team.</p>

Step	Action	
<b>7. Check alignment</b>	Check for alignment with the existing policies and procedures of your organization.	
	<b>IF...</b>	<b>...Then</b>
	There are no known conflicts	Proceed with step 8
	One or more minor conflicts exist	<ul style="list-style-type: none"> <li>• Before proceeding to step 8, note the conflict(s) with embedded comments in the document</li> <li>• Ask reviewers to help troubleshoot by responding to the areas of conflict highlighted and commented on in the document</li> </ul>
One or more major conflicts exist	Meet with the project champion to troubleshoot and resolve the conflicts before proceeding to step 8	
<b>8. Complete an internal review</b>	<ul style="list-style-type: none"> <li>• As a team, review, proof, and revise the draft PLH.</li> <li>• Have the project champion review the draft and make revisions as needed.</li> </ul>	
<b>9. Complete the key stakeholder review</b>	<ul style="list-style-type: none"> <li>• Follow the review process established in Topic 1 in order to:               <ul style="list-style-type: none"> <li>○ Secure feedback from all key stakeholder individuals and groups (e.g. Superintendent, Human Resources, Finance, etc.)</li> <li>○ Take the document through a complete copyedit</li> </ul> </li> <li>• Revise the PLH as needed to complete the final version.</li> </ul>	
<b>10. Secure signoff on the final version</b>	Secure signoff on the final version of the PLH.	
	<b>IF...</b>	<b>...Then</b>
	The PLH is approved	Proceed to step 11
	The PLH is approved with recommended changes	Revise as needed and copyedit the revised pages
The PLH is approved	Return to step 8 in order to document and make the changes needed to secure final signoff	

Step	Action
<b>11. Cascade the final PLH</b>	<ul style="list-style-type: none"><li>• Publish and distribute the PLH.</li><li>• Include a brief memo introducing the document.</li><li>• Encourage leaders to use the PLH as a resource in group and individual meetings.</li><li>• Follow the renewal process for reviewing and updating the PLH prior to the start of school each year (established in Topic 1)</li></ul>

## Practice Exercise

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### Instructions

- Complete the steps in the Step-Action Table for this topic
  - Complete the Practice Worksheet and/or forms, listing results that are realistic based on the information in the practice scenario below
  - Check your work
  - Meet with your Performance Coach to review the results and decide what to do next
- 

### Practice Scenario

Working with a peer, walk through the main steps for the development of a PLH:

- Review the purpose of the PLH
  - Review the development plan
  - Identify non-negotiable components
  - Identify additional components
  - Get feedback from your performance coach on the draft list of components
  - Look for possible problems with alignment and document suspected conflicts
  - Create a high-level plan for publishing and distributing the PLH
-

**Topic Practice Performance Checklist**

**Select one:**    Performer’s self-assessment    Performance Coach’s observations

**Performer’s Name:** \_\_\_\_\_

**Performance Coach’s Name:** \_\_\_\_\_

**Date of Performance:** \_\_\_\_\_

*Check off each criterion that is observed. If the performance meets criteria with satisfactory quality, mark Yes. If not, mark No and provide feedback (use the back of the page for more space). Enter this performance into your portfolio when **all** items are marked Yes.*

Evidence	Criteria	Proficient? Give Feedback.
1. The PLH development team has been briefed on the project	<input type="checkbox"/> The purpose of the PLH has been discussed	<input type="checkbox"/> Yes
	<input type="checkbox"/> The development plan has been shared and edited as needed	<input type="checkbox"/> No
2. The draft PLH is present	The draft includes:	<input type="checkbox"/> Yes
	<input type="checkbox"/> Introduction	<input type="checkbox"/> No
	<input type="checkbox"/> Brief description of the function and purpose of the PLH	
	<input type="checkbox"/> Summary of the philosophy of the organization’s improvement process	
	<input type="checkbox"/> Performance foundations: (e.g. mission, vision, values)	
	<input type="checkbox"/> A succinct description of each expectation:	
	<input type="checkbox"/> Non-negotiable components	
	<input type="checkbox"/> Additional expectations	

Topic 2: Creating the Performance Leadership Handbook  
Developing a Performance Leadership Handbook

Evidence	Criteria	Proficient? Give Feedback.
3. Feedback was secured and applied to the draft PLH	The final version of the PLH reflects input from: <input type="checkbox"/> The field <input type="checkbox"/> Core advocates <input type="checkbox"/> Project champion	<input type="checkbox"/> Yes <input type="checkbox"/> No
4. The Final PLH is present	The final version: <input type="checkbox"/> Is aligned with existing policies and procedures <input type="checkbox"/> Has been approved by the project champion <input type="checkbox"/> Has been through copyedit	<input type="checkbox"/> Yes <input type="checkbox"/> No
5. The Final PLH has been cascaded throughout the organization	<input type="checkbox"/> Copies (print or electronic) have been issued to applicable personnel <input type="checkbox"/> A brief memo introducing the document was included <input type="checkbox"/> Leaders have been encouraged to use the PLH as a resource in group and individual meetings	<input type="checkbox"/> Yes <input type="checkbox"/> No

# Final Practice

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## Instructions

- Perform this practice, referring to the topic step-action tables as needed.
  - Complete the Final Practice Worksheet, listing results that are realistic based on the information in the practice scenario.
    - **NOTE:** It is not necessary to complete an entire Performance Leadership Handbook (PLH) as part of this practice. The activity is designed to help you practice key aspects of planning and developing a PLH as presented in topics 1 and 2.
  - Check your work.
  - Meet with your Performance Coach to review the results and decide what to do next.
  - Completing this Final Practice requires meetings with a team of 2 - 3 peers. Prepare for these meetings by:
    - Communicating the time and location of the meeting to the participants in advance
    - Preparing and providing copies of a meeting agenda
    - Being prepared with all the necessary materials and resources
-

**Practice Scenario**

- Working with your team, use the Performance Leadership Handbook (PLH) Preparation Form (Appendix A) to plan the creation of a PLH.
    - List potential core advocates
    - Document initial feedback and suggestions from your team
    - Predict probable steps in the approval process
    - Draft a high level project timeline
    - Draft a plausible renewal process with estimated times
    - List potential members for your PLH development team
    - Because this activity is for practice, it is not necessary to confirm availability or commitment from potential participants.
    - Review your hypothetical plan with at least two potential core advocates and apply their feedback.
  
  - Working with your peers as if they were your PLH development team, complete key steps in the development of a PLH:
    - Review the purpose of the PLH
    - Review the development plan
    - Identify non-negotiable components
    - Identify additional components
    - Secure and document feedback on the draft list of components from at least two potential core advocates
    - Check for alignment with existing policies and procedures
    - Draft an introduction to the PLH, including a brief description of its function and purpose, and a summary of the philosophy behind your organization's improvement process
    - Create a detailed plan for publishing and distributing the PLH, including a draft memo encouraging leaders to use the PLH as a resource in group and individual meetings
-

**Final Practice Performance Checklist**

**Select one:**    Performer’s self-assessment    Performance Coach’s observations

**Performer’s Name:** \_\_\_\_\_

**Performance Coach’s Name:** \_\_\_\_\_

**Date of Performance:** \_\_\_\_\_

*Check off each criterion that is observed. If the performance meets criteria with satisfactory quality, mark Yes. If not, mark No and provide feedback (use the back of the page for more space). Enter this performance into your portfolio when **all** items are marked Yes and **all** Feedback Form (next form) items are marked 3 or 4 (or Not Applicable).*

Evidence	Criteria	Proficient? Give Feedback.
1. A PLH development plan is present	The plan includes:	<input type="checkbox"/> Yes
	<input type="checkbox"/> 7-10 core potential advocates	<input type="checkbox"/> No
	<input type="checkbox"/> Probable steps in the anticipated approval process	
	<input type="checkbox"/> Flow chart of the steps	
	<input type="checkbox"/> High-level project timeline draft	
	<input type="checkbox"/> Draft plan for an annual update	
	<input type="checkbox"/> 2-3 potential PLH development team members	
2. The PLH development team has been briefed on the project	<input type="checkbox"/> The purpose of the PLH had been discussed	<input type="checkbox"/> Yes
	<input type="checkbox"/> The development plan had been shared and edited as needed	<input type="checkbox"/> No

Evidence	Criteria	Proficient? Give Feedback.
3. The draft PLH is present	The draft includes: <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction</li> <li><input type="checkbox"/> Brief description of the function and purpose of the PLH</li> <li><input type="checkbox"/> Summary of the philosophy of the organization's improvement process</li> <li><input type="checkbox"/> A list of the expectations:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Non-negotiable components</li> <li><input type="checkbox"/> Additional expectations</li> </ul> </li> </ul>	<input type="checkbox"/> Yes  <input type="checkbox"/> No
4. A detailed plan for cascading the PLH is present	<ul style="list-style-type: none"> <li><input type="checkbox"/> A brief memo introducing the document is present that encourages leaders to use the PLH as a resource in group and individual meetings</li> </ul>	<input type="checkbox"/> Yes  <input type="checkbox"/> No

**Final Practice Feedback Form (page 1 of 2)**

**Performer's Name:** \_\_\_\_\_

**Performance Coach's Name:** \_\_\_\_\_

**Date of Performance:** \_\_\_\_\_

*Use the rubric below to rate **only** the cross-cutting leadership skills on this page (including write-ins). Enter this performance into your portfolio when **all** Performance Checklist (previous form) items are marked Yes and **all** Feedback Form (this form) items are marked 3 or 4 (or Not Applicable).*

Performance Levels			
1	2	3	4
<b>Emerging</b> Needs Study and Practice <i>Few/none of desired behaviors were adequately displayed.</i>	<b>Developing</b> Needs Practice <i>Some but not all of the desired behaviors were adequately displayed.</i>	<b>Proficient</b> Meets Criteria and Expectations <i>All desired behaviors were displayed and performed correctly.</i>	<b>Distinguished</b> Could be Used as a Model to Teach Others

**Eligible for Portfolio**

How effective was the performer in these Cross-Cutting Skills?		Rating				
1.	Facilitating group interaction and managing participation	1	2	3	4	n/a
2.	Assisting the group to meet task criteria	1	2	3	4	n/a
3.	Modeling appropriate leadership behaviors	1	2	3	4	n/a
4.	Teaching others how to perform the tasks	1	2	3	4	n/a
5.	Presenting information clearly and concisely	1	2	3	4	n/a
6.	Leveraging technology to increase effectiveness	1	2	3	4	n/a
7.	Motivating others to achieve success	1	2	3	4	n/a
8.	Using group processes to achieve desired results	1	2	3	4	n/a
9.	Other:	1	2	3	4	n/a

**Turn the page to provide additional written feedback (required).**

**Final Practice Feedback Form (page 1 of 2)**

**Performer's Name:** \_\_\_\_\_

**Performance Coach's Name:** \_\_\_\_\_

**Date of Performance:** \_\_\_\_\_

If any element was rated less than 3, what needs to be done to score a 3? To score a 4?

What greatest strengths did the leader exhibit through this performance?

What could be done to improve this leader's performance? Include any criteria on the Performance Checklist that were missed. Be specific.

Were there any significant issues that must be rectified (by additional practice and assessment) before entering this evidence into the Portfolio?

# Final Assessment

## When Can I Take the Final Assessment?

Complete the Final Assessment when you are able to sufficiently execute the module’s performance objective(s) according to the:

- Task-related criteria on the Final Assessment Performance Checklist
- Cross-cutting leadership skills on the Performance Feedback Form

When you take the Final Assessment — either as someone who takes it to “test out” of the module or as someone who has worked through the topics and Final Practice — the underlying assumption is that you are a competent, experienced, performer. This means that the Final Assessment does not include any “helps,” such as step-action tables or worksheets.

## When Can I Add the Final Assessment to My Portfolio?

Has your Final Assessment performance met all the criteria on the Final Assessment Performance Checklist and earned at least a 3 on all of the cross-cutting skills on the Final Assessment Feedback Form?

Yes	No
<p>Add these items to your Portfolio and talk to your Performance Coach about next steps:</p> <ul style="list-style-type: none"> <li>• Final Assessment Performance Checklist</li> <li>• Final Assessment Feedback Form</li> <li>• Module Progress Tracker page</li> <li>• Additional artifacts such as documents, slides, video tapes, participant feedback forms, etc.</li> </ul>	<p>Do the following as needed before attempting the Final Assessment again when you are ready:</p> <ul style="list-style-type: none"> <li>• Obtain performance feedback from your Performance Coach</li> <li>• Review relevant topics in the module</li> <li>• Repeat Topic Practices and/or the Final Practice</li> <li>• Pursue additional learning, training and experience</li> </ul>

**Final Assessment  
Instructions**

1. Gain permission from your supervisor, sponsor, or Performance Coach to complete the Final Assessment in a school setting.
  2. Schedule the date, time and location of your session — one that works for you, your Performance Coach, and other participants.
  3. Invite a group of 2 - 4 volunteers to assist you. Ideally, you should invite your real work team. (If you are an aspiring leader, this may be a team that you would lead once you enter the leadership role. For an incumbent leader, it should reflect the team or type of team that you are currently leading.)
  4. Review the following with your Performance Coach:
    - Task-related criteria on the Final Assessment Performance Checklist
    - Cross-cutting leadership skills on the Performance Feedback Form
    - Final Assessment Scenario (on the next page)
  5. Prepare any other materials or information that you and your participants need to have with you on the day of the activity.
  6. Perform the Final Assessment as follows:
    - In a real school or district setting
    - With a team of teachers, staff, or other leaders as appropriate
    - Observed by your Performance Coach
  7. Retain artifacts from your performance (documents, slides, etc.)
  8. Obtain feedback from your Performance Coach about your performance, and discuss next steps.
-

**Final Assessment  
Scenario**

Collaboratively develop a PLH (Performance Leadership Handbook) for your organization that meets the criteria listed below and cascade it to all applicable personnel.

- The PLH includes:
    - An introduction
    - A brief description of the function and purpose of the PLH
    - A summary of the philosophy of your organization's improvement process
    - Your organization's performance foundations: (e.g. mission, vision, values)
    - A succinct description of each expectation for leaders
  
  - The PHL:
    - Reflects input from senior leaders (e.g. superintendent, assistant superintendent, lead principals, directors)
    - Is aligned with existing policies and procedures
    - References other related documents for the details of *how* to meet the expectations; does not include the details
    - Is free of spelling, grammar, and formatting errors
-

**Final Assessment Performance Checklist**

**Select one:**    Performer's self-assessment    Performance Coach's observations

**Performer's Name:** \_\_\_\_\_

**Performance Coach's Name:** \_\_\_\_\_

**Date of Performance:** \_\_\_\_\_

*Check off each criterion that is observed. If the performance meets criteria with satisfactory quality, mark Yes. If not, mark No and provide feedback (use the back of the page for more space). Enter this performance into your portfolio when **all** items are marked Yes and **all** Feedback Form (next form) items are marked 3 or 4 (or Not Applicable).*

Evidence	Criteria	Proficient? Give Feedback.
1. A PLH development plan is present	The plan includes: <input type="checkbox"/> 7-10 core advocates with confirmed availability and commitment to participate <input type="checkbox"/> Initial recommendations ( <i>if applicable</i> ) <input type="checkbox"/> Steps in the anticipated approval process <input type="checkbox"/> Flow chart illustrating the anticipated approval process <input type="checkbox"/> High-level project timeline <input type="checkbox"/> Plan for an annual update <input type="checkbox"/> PLH development team members	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. The PLH development team has been briefed on the project	<input type="checkbox"/> The purpose of the PLH has been discussed <input type="checkbox"/> The development plan has been shared and edited as needed	<input type="checkbox"/> Yes <input type="checkbox"/> No

Evidence	Criteria	Proficient? Give Feedback.
3. The draft PLH is present	<p>The draft includes:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction</li> <li><input type="checkbox"/> Brief description of the function and purpose of the PLH</li> <li><input type="checkbox"/> Summary of the philosophy of the organization's improvement process</li> <li><input type="checkbox"/> Performance foundations: (e.g. mission, vision, values, and/or beliefs)</li> <li><input type="checkbox"/> A succinct description of each expectation: <ul style="list-style-type: none"> <li><input type="checkbox"/> Non-negotiable components</li> <li><input type="checkbox"/> Additional expectations</li> </ul> </li> </ul>	<input type="checkbox"/> Yes  <input type="checkbox"/> No
4. Feedback was secured and applied to the draft PLH	<p>The final version of the PLH reflects input from:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The field</li> <li><input type="checkbox"/> Core advocates</li> <li><input type="checkbox"/> Project champion</li> </ul>	<input type="checkbox"/> Yes  <input type="checkbox"/> No
5. The Final PLH is present	<p>The final version:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is aligned with existing policies and procedures</li> <li><input type="checkbox"/> Has been approved by the project champion</li> <li><input type="checkbox"/> Has been through copyedit</li> </ul>	<input type="checkbox"/> Yes  <input type="checkbox"/> No

Evidence	Criteria	Proficient? Give Feedback.
6. The Final PLH has been cascaded throughout the organization	<input type="checkbox"/> Copies (print or electronic) have been issued to applicable personnel  <input type="checkbox"/> A brief memo introducing the document was included  <input type="checkbox"/> Leaders have been encouraged to use the PLH as a resource in group and individual meetings	<input type="checkbox"/> Yes  <input type="checkbox"/> No

**Final Assessment Feedback Form (page 1 of 2)**

**Performer's Name:** \_\_\_\_\_

**Performance Coach's Name:** \_\_\_\_\_

**Date of Performance:** \_\_\_\_\_

*Use the rubric below to rate **only** the cross-cutting leadership skills on this page (including write-ins). Enter this performance into your portfolio when **all** Performance Checklist (previous form) items are marked Yes and **all** Feedback Form (this form) items are marked 3 or 4 (or Not Applicable).*

Performance Levels			
1	2	3	4
<b>Emerging</b> Needs Study and Practice <i>Few/none of desired behaviors were adequately displayed.</i>	<b>Developing</b> Needs Practice <i>Some but not all of the desired behaviors were adequately displayed.</i>	<b>Proficient</b> Meets Criteria and Expectations <i>All desired behaviors were displayed and performed correctly.</i>	<b>Distinguished</b> Could be Used as a Model to Teach Others

**Eligible for Portfolio**

How effective was the performer in these Cross-Cutting Skills?		Rating				
1.	Facilitating group interaction and managing participation	1	2	3	4	n/a
2.	Assisting the group to meet task criteria	1	2	3	4	n/a
3.	Modeling appropriate leadership behaviors	1	2	3	4	n/a
4.	Teaching others how to perform the tasks	1	2	3	4	n/a
5.	Presenting information clearly and concisely	1	2	3	4	n/a
6.	Leveraging technology to increase effectiveness	1	2	3	4	n/a
7.	Motivating others to achieve success	1	2	3	4	n/a
8.	Using group processes to achieve desired results	1	2	3	4	n/a
9.	Other:	1	2	3	4	n/a

***Turn the page to provide additional written feedback (required).***

**Final Assessment Feedback Form (page 1 of 2)**

**Performer's Name:** \_\_\_\_\_

**Performance Coach's Name:** \_\_\_\_\_

**Date of Performance:** \_\_\_\_\_

If any element was rated less than 3, what needs to be done to score a 3? To score a 4?

What greatest strengths did the leader exhibit through this performance?

What could be done to improve this leader's performance? Include any criteria on the Performance Checklist that were missed. Be specific.

Were there any significant issues that must be rectified (by additional practice and assessment) before entering this evidence into the Portfolio?

# Appendix A: Performance Leadership Handbook (PLH) Preparation Form

List the Potential PLH core advocates. <i>Identify the project champion with an asterisk. (*)</i>				
Name		Position	Availability Confirmed	Will Participate
1.			<input type="checkbox"/>	<input type="checkbox"/>
2.			<input type="checkbox"/>	<input type="checkbox"/>
3.			<input type="checkbox"/>	<input type="checkbox"/>
4.			<input type="checkbox"/>	<input type="checkbox"/>
5.			<input type="checkbox"/>	<input type="checkbox"/>
6.			<input type="checkbox"/>	<input type="checkbox"/>
7.			<input type="checkbox"/>	<input type="checkbox"/>
8.			<input type="checkbox"/>	<input type="checkbox"/>
9.			<input type="checkbox"/>	<input type="checkbox"/>
10.			<input type="checkbox"/>	<input type="checkbox"/>

Appendix A: Performance Leadership Handbook (PLH) Preparation Form  
Developing a Performance Leadership Handbook

Document initial recommendations from core advocates (for later use).	
Recommendation	Suggested by...

Appendix A: Performance Leadership Handbook (PLH) Preparation Form  
Developing a Performance Leadership Handbook

List the steps and related details in the anticipated PLH approval process. (Do not include development steps or processes.)

	Task (e.g. review, copyedit, revise, etc.)	Person, Group, or Department Responsible

Draw the approval process flowchart below, or create using an appropriate software program and attach a copy.

Appendix A: Performance Leadership Handbook (PLH) Preparation Form  
Developing a Performance Leadership Handbook

Create a timeline with estimates for the high level steps in the development of the PLH.

Phase	Projected Completion Date
• Draft completed	
• Draft reviewed and revised	
• Final version approved	
• PLH Distributed	

List the steps and the general dates for the annual update and republication of the PLH.

Step	Person or Group Responsible	General Completion Date
<i>Example: Complete initial review of current PLH and note possible revisions</i>	<i>PLH Development Team</i>	<i>May 1</i>

List the members of your PLH development team

Name	Position
1.	
2.	
3.	

# Acknowledgments

Drake Highlander, Author	Lead Instructional Design Contractor, Georgia's Leadership Institute for School Improvement
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Deb Page	Senior Practice Leader, Georgia's Leadership Institute for School Improvement
JoAnn Brown	Program Director, Rising Stars, Georgia Leadership Institute for School Improvement
Pam Henderson	Operations Manager, Georgia's Leadership Institute for School Improvement
Jinnie Lee Schmid	Instructional Design/Quality and Continuity Manager, Georgia's Leadership Institute for School Improvement