

Balanced Performance Improvement Series:

Leading a Team to Develop a Balanced Scorecard



Georgia Leadership Institute
for School Improvement

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

Related Modules

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 Balanced Scorecard*
- *Leading a District through SACS Accreditation Using the Balanced 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*

*Prerequisite modules — Complete prior to beginning this module.

Contents

Related Modules	2
Contents	3
Progress Tracker	4
Performance Objective(s).....	5
Module Introduction	6
Topic 1: Establish a Performance Measure Dictionary	8
Topic 2: Construct a Balanced Scorecard	14
Topic 3: Identify Initiatives	21
Final Practice	27
Final Assessment	34
Appendix A: Performance Measure Dictionary Template	42
Appendix B: Balanced Scorecard Template	44
Appendix C: Initiative Mapping Tool	47
Recommended Reading and Resources	48
Acknowledgments	49

Performance Objective(s)

Given This...	Do This...	To Meet These Criteria...
<ul style="list-style-type: none"> • A team of key organizational leaders • A minimum of eight hours (in one session, or divided into several sessions) • Organizational mission, vision, values statements • The organization's strategy map (indicating goal areas and strategic objectives) • The organization's performance measures 	<p>Lead a team to develop a Balanced Scorecard for the organization</p>	<ul style="list-style-type: none"> • The detailed task performance criteria listed in the Performance Checklists in the Topic Practice(s), Final Practice, and Final Assessment • 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

Module Introduction

Leading a Team to Develop a Balanced Scorecard

The Balanced Scorecard is a key element in the organization's performance management strategy. It describes the strategy of the organization through goal areas, provides related strategic objectives, articulates organizational performance measures, establishes targets for performance improvement, and describes initiatives to effect the desired changes in performance.

Developing a Balanced Scorecard is the keystone of imbedding a culture of performance leadership in the organization. It builds upon the critical organizational foundations—mission, vision, and values, and the organizational strategy (strategy map)—and gives meaning and organizational alignment to the performance measures established.

Continuing on the journey, the Balanced Scorecard will be cascaded through the organization, meaning that each department will have and use a Balanced Scorecard that is linked to the organization's overall BSC. Ultimately this provides for the maximum benefits of strategy and performance management, aligning performance with individual accountability, and allocating resources with the strategic direction the Balanced Scorecard brings.

In this module, you will:

- Document the details behind each performance measure in a performance measure dictionary
- Establish the framework for your organization's Balanced Scorecard
- Identify baselines, targets, and initiatives for your Balanced Scorecard

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
-

Topic 1: Establish a Performance Measure Dictionary

Establish a Performance Measure Dictionary

In a previous GLISI module, *Leading a Team to Select Performance Measures*, you selected performance measures that reflect the effectiveness of the processes and the stewardship of resources under your organization's leadership.

In this topic you will catalog the specific characteristics of the measures in a performance measure "dictionary," a document that provides users with a detailed description of the performance measures. In addition to enabling you to develop the Balance Scorecard, the completed performance measure dictionary facilitates the implementation of the Balanced Scorecard into the organization. Moreover, a thorough understanding of the details behind each measure is needed in order to quickly explain and, if need be, defend your choices.

You will complete certain portions of the Performance Measure Dictionary in this topic and others in the topics that follow.

What Resources are Required?

- A list of the organization's performance measures
- Copies of the Performance Measure Dictionary template (See Appendix A) (Optionally, you can design an electronic version of this template in a spreadsheet or word processing program.)

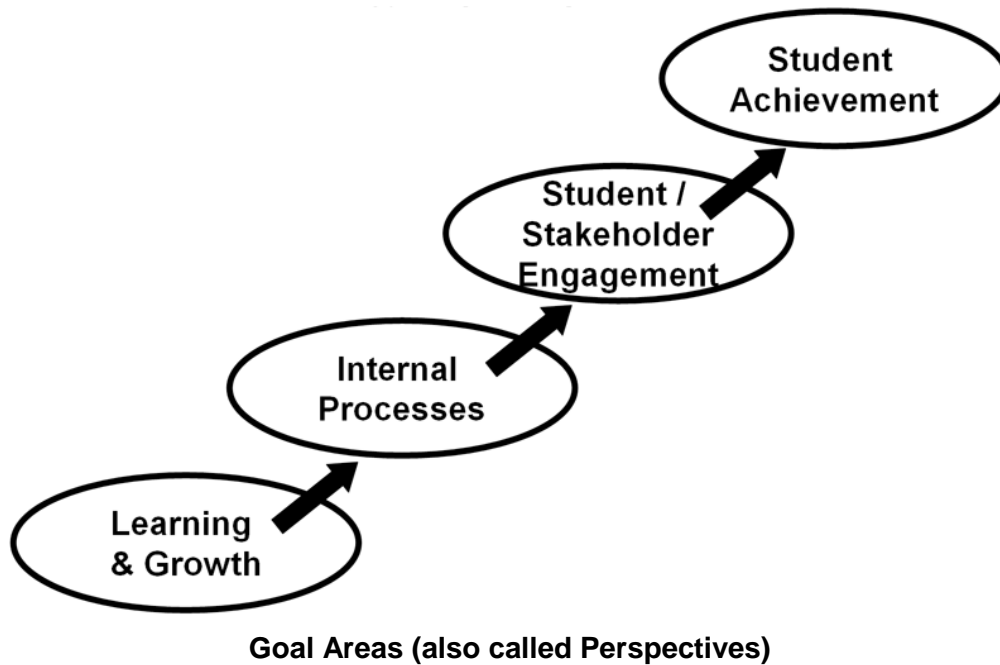
How Do I Do It?

- 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>1. Fill in first half of dictionary</p>	<p>Complete a Performance Measure Dictionary page (See Appendix A) for each of the organization’s performance measures.</p> <p>On each page, fill in the sections listed below (Do not complete Baseline, Periods, Target, Initiatives, or Costs at this time.)</p> <ul style="list-style-type: none"> • Goal Area Identify the Goal Area / Perspective under which the measure is categorized. • Performance Measure number and name Provide each Measure with a number and brief name to simplify tracking of measures in the future. • Owner Identify the person or group responsible for results. • Description Briefly describe the Performance Measure and why it is critical to the organization. • Data Source/Collector Identify the data source (be specific, i.e. document title, page number, etc.) and the person responsible for providing the performance data. • Strategic Objective (Called <i>Performance Objectives</i> on the form) Identify which Strategic Objective the measure is supporting (refer to Strategy Map if necessary). • Leading/Lagging Determine whether the Performance Measure is a leading (performance driver) or lagging (outcome measure) measure (refer to Performance Measure’s list if necessary). • Frequency of recording Determine how often you plan to report performance on this measure. • Metric Identify the unit in which the measure is expressed (e.g. points, percentages, dollars, etc.).

2. Group the dictionary entries	Group the dictionary entries by goal area* (also called <i>perspective</i>): <ul style="list-style-type: none">• Student achievement• Student and stakeholder loyalty and engagement• Internal processes• Learning and growth of faculty and staff *Refer to your organization's strategy map to identify the goal areas to use, as yours may be different.
--	---



Practice Exercise

Instructions

- Follow the steps in the Step-Action Table for this topic
- Complete the Practice Worksheet, 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

Complete option A or B.

Option A: Work with real data from your organization. Gather the following results that were created by your organization's leadership team during previous activities:

- SMART goals
- Performance foundations (mission, vision, values statements)
- Strategy map (goal areas and strategic objectives)
- Performance measures

Create a Performance Measure Dictionary page for at least five performance measures using your school's data. Then organize the pages of your dictionary.

Option B: Work with sample data provided for the hypothetical McCrendon Middle School.

Create a Performance Measure Dictionary page for at least five of the performance measures in the table on the following page, listing results that are realistic based on the data provided. Then organize the pages of your dictionary.

Topic 1: Establish a Performance Measure Dictionary
 Leading a Team to Develop a Balanced Scorecard

McCrendon Middle School							
Performance Measure		Unit of Measure	2000-01	2001-02	2002-03	2003-04	Targets
Curriculum-Referenced Tests		% of students meeting or exceeding standard in grades 4, 6, and 8 on the first CRCT administration (all students)					
Grade 4	Reading		72%	79%	86%	85%	88%
	English/Language Arts		78%	80%	83%	83%	86%
	Math		71%	71%	76%	82%	81%
Grade 6	Reading		76%	81%	85%	88%	88%
	English/Language Arts		67%	71%	75%	75%	80%
	Math		70%	74%	75%	76%	80%
Grade 8	Reading		83%	87%	86%	84%	89%
	English/Language Arts		73%	74%	79%	79%	84%
	Math		64%	70%	75%	76%	80%
% of Retained Students Attending Summer School and then Promoted to Next Grade		% of Students	65%	63%	68%	67%	72%
Teachers Trained on the 8-Step Instructional Process		% of Teachers	0%	34%	57%	69%	65%
Teachers Using Student Assessments for Instructional Planning and Adjustment		% of teachers rating 4 or 5 on a 5-point scale measuring comfort & use	--	--	--	61%	65%
Use of Technology		% of teachers at Level 3 or above on LoTi survey	--	--	--	47%	32%
Teachers with at Least 7 Years of Experience		% of teachers	57%	53%	52%	54%	53%
Teachers with Advanced Degrees		% of teachers	47%	49%	48%	49%	49%
Nationally Board Certified Teachers		% of teachers	4%	7%	44%	63%	50%
Attendance - % of students absent 15 days or less		% of Students	88%	89%	91%	88%	93%
Student Ratings of Climate		% of students assigning an overall rating of 7 or higher on a scale of 10	--	59%	59%	57%	61%
Benchmark data from Neighboring School							
Perception of Safety							
Student		% who agree or strongly agree that school is a safe place	--	88%	90%	91%	92%
Parent			--	75%	77%	77%	79%

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. Performance Measure Dictionary is created	<input type="checkbox"/> At least five performance measures are present <input type="checkbox"/> Each performance measure is listed on a separate page The following fields are completed on each page: <input type="checkbox"/> Goal Area <input type="checkbox"/> Performance Measure number and name <input type="checkbox"/> Owner <input type="checkbox"/> Description <input type="checkbox"/> Data Source/Collector <input type="checkbox"/> Strategic Objective <input type="checkbox"/> Leading/Lagging <input type="checkbox"/> Frequency of recording <input type="checkbox"/> Metric <input type="checkbox"/> Dictionary pages are grouped by goal area	<input type="checkbox"/> Yes <input type="checkbox"/> No

Topic 2: Construct a Balanced Scorecard

Construct a Balanced Scorecard

The Balanced Scorecard is not only a performance measurement tool, but also a strategic management tool. It provides for the development of targets and initiatives that drive change and improvement, and communicates organizational performance and strategy to internal and external stakeholders.

In this topic you will:

- Create your organization's Balanced Scorecard
- Establish baseline and target information for your Balanced Scorecard

What Resources are Required?

- Performance Measure Dictionary from Topic 1
- Copies of the Balanced Scorecard template (See Appendix B) (Optionally, you can design an electronic version of this template in a spreadsheet or word processing program.)

A Note About Goal Areas

The Balanced Scorecard template (See Appendix B) includes space to list strategic objectives that relate to each of the four suggested goal areas (perspectives). However, your organization may have selected different goal areas than those shown in the template. Refer to your organization's strategy map to identify the goal areas established by your organization and revise the template as needed.

What Is a Baseline?

A baseline is the data from a moment in time that you choose to use as a "starting point" for your measurement efforts.

For example: If you construct your Balanced Scorecard at the beginning of a school year, you will probably want to use last year's CRCT results as a baseline measurement for that category. You will then use the CRCT results that are reported next year to compare with your baseline. Hopefully the difference will indicate that you have made progress in this area.

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
1. Enter the organization's strategic information	Fill in these areas of the Balanced Scorecard template with information pertaining to your organization (refer to your organization's strategy map): <ul style="list-style-type: none"> • Goal areas (See figures 2.1 and 2.2 for an example) • Strategic objectives (supporting each goal area) • Performance Measures (supporting each strategic objective)
2. Review data	Review data showing current and past level of performance for each performance measure. If data is not available, refer to the benchmarks of a similar organization.
3. Select a baseline period	Select a baseline period for each performance measure. If a baseline period is not available because the measure is new, select TBD (To Be Determined).
4. Identify the metric	Identify the metric for each performance measure, usually a number (#) or percentage (%).
5. Identify a target	Review your organization's SMART goals to identify the target(s) being pursued for each performance measure.
6. Update the Balanced Scorecard	Update the Balanced Scorecard with the baseline and target information gathered. If performance data for the next few reporting periods is available, you may enter that at this time also.
7. Update Performance Measure Dictionary	Update your Performance Measure Dictionary pages with the baseline and target (and reporting period) data you inserted into your Balanced Scorecard. You should also be able to update these sections of the dictionary pages, if you have not already: <ul style="list-style-type: none"> • Data source/collector • Frequency of reporting • Metric

Practice Exercise

Instructions

- Follow the steps in the Step-Action Table for this topic
 - Complete the Practice Worksheet, 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

Construct a Balanced Scorecard using whichever data you used in Topic #1 (your own organization's data, or the sample data for McCrendon Middle School). Complete these areas:

- Goal areas
- Strategic objectives (called performance objectives on the form)
- Performance measures
- Baseline data
- Target data

For the purpose of this practice, complete all goal areas and at least three strategic objectives. Then complete the performance measures, baselines, and targets for the strategic objectives. Also update your Performance Measure Dictionary accordingly.

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. Balanced Scorecard is constructed	<input type="checkbox"/> Information is based on current school or sample data provided <input type="checkbox"/> All goal areas are complete <input type="checkbox"/> At least three strategic objectives are present (called performance objectives on the form) The following are present for each of the five strategic objectives: <input type="checkbox"/> Performance measures <input type="checkbox"/> Baseline data <input type="checkbox"/> Target data <input type="checkbox"/> Updates to the Performance Measure Dictionary reflect the information present in the Balanced Scorecard	<input type="checkbox"/> Yes <input type="checkbox"/> No

Topic 3: Identify Initiatives

Identify Initiatives

Initiatives are the action plans, programs, or activities undertaken to meet the organization's performance targets. Initiatives link resources to performance improvement initiatives. They also link personal accountability to performance. To be effective, initiatives must link to your organization's strategic objectives, measures, and targets.

It is not uncommon for organizations to have many different initiatives in the works. Too often, subsets of the organization (small groups or teams) are aware of only those initiatives connected to their projects. By using a Balanced Scorecard, all of your organization's initiatives are linked to the successful accomplishment of the organization's strategy.

Moreover, identifying initiatives ensures that the organization's resources are focused on initiatives that support key areas of the organization's strategy.

In this topic, you will:

- Identify existing organizational initiatives, map them to the performance measures to which they relate, and insert them into the Balanced Scorecard
- Identify areas in the Balanced Scorecard for which there are no organizational initiatives, in order to consider whether new programs should be started to address those key areas of organizational strategy

What Resources are Required?

Balanced Scorecard constructed in Topic 2.

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
1. Map current initiatives	<p>Use the mapping tool from Appendix C (or similar tool) to map current initiatives to the Balanced Scorecard strategic objectives:</p> <ul style="list-style-type: none"> • List your organization's current initiatives on the Initiative Mapping Tool (See Appendix C). Include all programs, projects, activities, and action plans currently in place, whether active or inactive, and those that are expected to be launched in the near future. • List the organizational perspectives and strategic objectives down the left side of the page
2. Analyze current initiatives	<p>Analyze the current initiatives in light of the strategic objectives, measures, and targets in your Balanced Scorecard. Which initiatives, if any, support the organization's strategy? Place a check mark under each initiative that supports one or more of the strategic objectives</p>
3. Update the Balanced Scorecard	<p>Update the Balanced Scorecard to show the initiatives that map to each strategic objective.</p>
4. Update the Performance Measure Dictionary	<p>Update the Performance Measure Dictionary with the same information that you inserted into the Balanced Scorecard.</p> <p>Also update the "Costs" field with the actual or estimated cost of each initiative.</p>
5. Eliminate irrelevant initiatives	<p>Eliminate initiatives that do not have clear linkage to one or more of the organization's strategic objectives (which indicates that resources are being spent on programs that do not support key organizational goals).</p> <p>If you are not the leader(s) with authority to eliminate initiatives, present your findings to the leader(s) who can.</p>

Practice Exercise

Instructions

- Follow the steps in the Step-Action Table for this topic
 - Complete the Practice Worksheet, 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

- Map and analyze at least eight of your organization's current initiatives (or at least eight of McCrendon Middle School's initiatives—provided on the next page)
 - Update the Balanced Scorecard and Performance Measure Dictionary
 - If you have suggestions about current or new initiatives for your leaders, prepare a document outlining your recommendations
-

Current Initiatives at McCrendon Middle School

- Technology Training program for teachers and staff with a focus on desktop publishing, media production, and eLearning tools
- Respect workshops for middle school teams of students, teachers and administrators interested in reducing negative behaviors and improving school climate for teaching and learning
- Study Skills workshops for students and parents focusing on organization, memorization, note taking, test preparation, and test taking strategies
- School-based Community Newspaper: Students produce a school-community oriented newspaper, QWEST, that is widely distributed throughout the community
- A school-to-work program to expose students to all aspects of local industry through a problem-based learning approach
- Extended-Day Programs: After school enrichment programs taught by undergraduate and graduate students in conjunction with school teachers
- Conflict Resolution and Violence Prevention. University law students provide a series of seminars that focus on conflict resolution and violence prevention
- Bilingual Middle School Counseling Coordinators to train bilingual staff in issues related to drugs, violence and safety
- Curriculum Mastery: A research project to study the role of school staff and resources in aiding students not meeting goals on standardized tests.

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. Initiatives are identified and analyzed	<input type="checkbox"/> At least eight initiatives are identified <input type="checkbox"/> Initiatives that do not support a strategic objective on the Balanced Scorecard are noted <input type="checkbox"/> Strategic objectives that do not have supporting initiatives are noted <input type="checkbox"/> Findings are prepared in a document for report to leader(s)	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. Balanced Scorecard is updated	<input type="checkbox"/> Initiatives are entered on the Balanced Scorecard next to the strategic objective they support <input type="checkbox"/> Only those initiatives which support a strategic objective are included in the Balanced Scorecard	<input type="checkbox"/> Yes <input type="checkbox"/> No

Evidence	Criteria	Proficient? Give Feedback.
3. Performance Measure Dictionary is updated	<input type="checkbox"/> Pages in the Performance Measure Dictionary are updated with information about all initiatives that support each performance measure/strategic objective <input type="checkbox"/> Information about costs of initiatives is included (actual or estimated)	<input type="checkbox"/> Yes <input type="checkbox"/> No

Final Practice

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.
 - 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 - 4 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

Lead your team through the process of constructing a balanced scorecard:

- Create a Performance Measure Dictionary page for at least five performance measures using your school's data. (More than five may be needed to complete the entire practice exercise.)
 - Add at least five strategic objectives to your organization's Balanced Scorecard. (More than five may be needed to complete the entire practice exercise.)
 - Establish baseline and target information for the strategic objectives.
 - Map and analyze at least eight of your organization's initiatives. Update the Balanced Scorecard and Performance Measure Dictionary based on the results of your analysis.
 - Document recommendations—new programs to address key areas of organizational strategy; initiatives to discontinue because they do not support a strategic objective on the Balanced Scorecard.
-

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. Performance Measure Dictionary is created	<input type="checkbox"/> At least five performance measures are present <input type="checkbox"/> Each performance measure is listed on a separate page The following fields are completed on each page: <input type="checkbox"/> Goal Area <input type="checkbox"/> Performance Measure number and name <input type="checkbox"/> Owner <input type="checkbox"/> Description <input type="checkbox"/> Data Source/Collector <input type="checkbox"/> Strategic Objective <input type="checkbox"/> Leading/Lagging <input type="checkbox"/> Frequency of recording <input type="checkbox"/> Metric <input type="checkbox"/> Dictionary pages are grouped by goal area	<input type="checkbox"/> Yes <input type="checkbox"/> No

Evidence	Criteria	Proficient? Give Feedback.
2. Balanced Scorecard is constructed	<input type="checkbox"/> Information is based on current school or sample data provided <input type="checkbox"/> All goal areas are complete <input type="checkbox"/> At least five strategic objectives are present (called performance objectives on the form) The following are present for each of the five strategic objectives: <input type="checkbox"/> Performance measures <input type="checkbox"/> Baseline data <input type="checkbox"/> Target data <input type="checkbox"/> Updates to the Performance Measure Dictionary reflect the information present in the Balanced Scorecard	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. Initiatives are identified and analyzed	<input type="checkbox"/> At least eight initiatives are identified <input type="checkbox"/> Initiatives that do not support a strategic objective on the Balanced Scorecard are noted <input type="checkbox"/> Strategic objectives that do not have supporting initiatives are noted <input type="checkbox"/> Findings are prepared in a document for report to leader(s)	<input type="checkbox"/> Yes <input type="checkbox"/> No
4. Balanced Scorecard is updated	<input type="checkbox"/> Initiatives are entered on the Balanced Scorecard next to the strategic objective they support <input type="checkbox"/> Only those initiatives which support a strategic objective are included in the Balanced Scorecard	<input type="checkbox"/> Yes <input type="checkbox"/> No

Evidence	Criteria	Proficient? Give Feedback.
5. Performance Measure Dictionary is updated	<input type="checkbox"/> Pages in the Performance Measure Dictionary are updated with information about all initiatives that support each performance measure/strategic objective <input type="checkbox"/> Information about costs of initiatives is included (actual or estimated)	<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
Emerging Needs Study and Practice <i>Few/none of desired behaviors were adequately displayed.</i>	Developing Needs Practice <i>Some but not all of the desired behaviors were adequately displayed.</i>	Proficient Meets Criteria and Expectations <i>All desired behaviors were displayed and performed correctly.</i>	Distinguished 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"> • Final Assessment Performance Checklist • Final Assessment Feedback Form • Module Progress Tracker page • Additional artifacts such as documents, slides, video tapes, participant feedback forms, etc. 	<p>Do the following as needed before attempting the Final Assessment again when you are ready:</p> <ul style="list-style-type: none"> • Obtain performance feedback from your Performance Coach • Review relevant topics in the module • Repeat Topic Practices and/or the Final Practice • Pursue additional learning, training and experience

**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**

Recruit your organizational leadership team to help you with this exercise—if possible, the same people who worked with you to develop SMART goals, performance foundations, strategy maps, and performance measures

Gather your organization's results of the previous activities described above, and complete any other tasks you need to prepare for this meeting.

Lead the team through the process of constructing a Balanced Scorecard, using your organization's real data:

- Create a Performance Measure Dictionary.
 - Add the strategic objectives to your organization's Balanced Scorecard.
 - Establish baseline and target information for the strategic objectives.
 - Map and analyze your organization's initiatives. Update the Balanced Scorecard and Performance Measure Dictionary based on the results of your analysis.
 - Document recommendations—new programs to address key areas of organizational strategy; initiatives to discontinue because they do not support a strategic objective on the Balanced Scorecard.
-

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. Performance Measure Dictionary is created	<input type="checkbox"/> All of the organization’s performance measures are present <input type="checkbox"/> Each performance measure is listed on a separate page The following fields are completed on each page: <input type="checkbox"/> Goal Area <input type="checkbox"/> Performance Measure number and name <input type="checkbox"/> Owner <input type="checkbox"/> Description <input type="checkbox"/> Data Source/Collector <input type="checkbox"/> Strategic Objective <input type="checkbox"/> Leading/Lagging <input type="checkbox"/> Frequency of recording <input type="checkbox"/> Metric <input type="checkbox"/> Dictionary pages are grouped by goal area	<input type="checkbox"/> Yes <input type="checkbox"/> No

Evidence	Criteria	Proficient? Give Feedback.
2. Balanced Scorecard is constructed	<input type="checkbox"/> Information is based on current school or sample data provided <input type="checkbox"/> All goal areas are complete <input type="checkbox"/> All strategic objectives are present (called performance objectives on the form) The following are present for each all strategic objectives: <input type="checkbox"/> Performance measures <input type="checkbox"/> Baseline data <input type="checkbox"/> Target data <input type="checkbox"/> Updates to the Performance Measure Dictionary reflect the information present in the Balanced Scorecard	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. Initiatives are identified and analyzed	<input type="checkbox"/> All initiatives are identified <input type="checkbox"/> Initiatives that do not support a strategic objective on the Balanced Scorecard are noted <input type="checkbox"/> Strategic objectives that do not have supporting initiatives are noted <input type="checkbox"/> Findings are prepared in a document for report to leader(s)	<input type="checkbox"/> Yes <input type="checkbox"/> No
4. Balanced Scorecard is updated	<input type="checkbox"/> Initiatives are entered on the Balanced Scorecard next to the strategic objective they support <input type="checkbox"/> Only those initiatives which support a strategic objective are included in the Balanced Scorecard	<input type="checkbox"/> Yes <input type="checkbox"/> No

Evidence	Criteria	Proficient? Give Feedback.
5. Performance Measure Dictionary is updated	<input type="checkbox"/> Pages in the Performance Measure Dictionary are updated with information about all initiatives that support each performance measure/strategic objective <input type="checkbox"/> Information about costs of initiatives is included (actual or estimated)	<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
<p>Emerging Needs Study and Practice <i>Few/none of desired behaviors were adequately displayed.</i></p>	<p>Developing Needs Practice <i>Some but not all of the desired behaviors were adequately displayed.</i></p>	<p>Proficient Meets Criteria and Expectations <i>All desired behaviors were displayed and performed correctly.</i></p>	<p>Distinguished Could be Used as a Model to Teach Others</p>

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 Measure Dictionary Template

(See next page)

**Georgia Leadership Institute For School Improvement
 Balanced Scorecard Performance Measure Dictionary Template**

Goal Area:			Performance Objective Number:			Owner:		
Performance Measure Number:								
Description:								
Lead/Lag:		Metric:		Data Source:		Data Collector:		
Baseline: (Yr/Qtr)		Period 1:		Period 2:		Period 3:		Target:
Initiatives:	1-						Costs: \$/MY	
	2-							
	3-							
	4-							

Appendix B: Balanced Scorecard Template

(See next two pages)

Recommended Reading and Resources

Kaplan, R. & Norton, D. *The Balanced Scorecard: Translating Strategy into Action*. Boston, MA: Harvard Business School Press, 1996.

Kaplan, R. & Norton, D. *Strategy Maps: Converting Intangible Assets into Tangible Outcomes*. Boston, MA: Harvard Business School Press, 2004.

Niven, P. *Balanced Scorecard Step By Step: For Government and Nonprofit Agencies*. New York, NY: John Wiley & Sons, 2003.

Niven, P. *Balanced Scorecard Step By Step: Maximizing Performance and Maintaining Results*. New York, NY: John Wiley & Sons, 2002.

Poister, T. *Measuring Performance in Public and Nonprofit Organizations*. San Francisco, CA: Jossey-Bass, 2003.

Acknowledgments

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