

# **Giving Effective Performance Feedback**



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

## Related Modules

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### Related GLISI Modules

Other modules related to this topic include:

- *Leading a Team to Analyze Performance Factors*
  - *Leading a Team to Develop Project Management Tools*
  - *Leading a Team to Select Performance Interventions*
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## Performance Objective(s)

Given This...	Do This...	To Meet These Criteria...
<ul style="list-style-type: none"> <li>• A performance situation that can be observed (e.g. teacher teaching, administrator conducting a meeting, counselor meeting with a parent)</li> <li>• Appropriate performance criteria</li> <li>• A minimum of one 30-minute performance</li> <li>• A minimum of one 30-minute performance feedback meeting</li> </ul>	<p>Give effective performance feedback.</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>

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# Module Introduction

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## Giving Effective Performance Feedback

Feedback is a response to a particular process or activity and is intended to provide useful information for future development. Performance improvement is largely dependent on frequent and specific feedback. Moreover, your ability to administer effective feedback to those you mentor significantly impacts their ability to meet performance criteria.

This module explores performance feedback, its importance in performance improvement, and strategies for giving effective feedback.

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## Why is Effective Performance Feedback Important?

Giving specific feedback is the fastest, most effective means of improving performance. Improved skill in giving performance feedback enhances your communication skills, as well as your ability to influence the performance of those whom you supervise (teach, coach, mentor, etc.) By receiving effective feedback, students are more likely to make corrections in their performance and less likely to fail.

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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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## Electronic Forms

For your convenience, the forms in this module are available in electronic format. See the file, *Giving\_effective\_performance\_feedback\_eForms.docx*, included with this module.

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# Topic 1: Understanding Feedback and Performance

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## **Understanding Feedback and Performance**

The purpose of feedback is to redirect peoples' behavior so that they are doing what they are supposed to be doing and/or stop doing something they are not supposed to be doing.

This topic takes a closer look at feedback and the role it plays in performance improvement.

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## **Performance Factors**

It is important to note that effective feedback enables participants to improve their performance as long as:

- There are no barriers beyond their control that are hindering performance
  - The participants are capable of performing up to expectations
- 

## **Importance of Feedback**

In the absence of effective feedback, low performance is often due to one or more of the following factors:

- The performer is unaware that his or her performance is unacceptable.
  - The performer is aware of his or her performance deficiencies, but not the degree of problem.
  - The performer believes his or her performance level is no worse than that of peers/co-workers.
-

### Three Types of Feedback

There are three types of performance feedback: positive, negative, and neutral. Positive feedback commends the individual's performance. Negative feedback is expressed as a criticism of the individual, as well as his or her performance. Neutral feedback points to the problem behavior without bearing judgment on it and is based on performance criteria.

Positive and negative feedback are generally ineffective in altering an individual's performance because they are not specific enough to be useful to the performer. Moreover, negative feedback is likely to trigger resentment from the performer, which may lead to a decline in performance.

Feedback Type	What it does	Example
Positive	<ul style="list-style-type: none"><li>• Commends the performance</li></ul>	Your punctuality is appreciated.
Negative	<ul style="list-style-type: none"><li>• Criticizes the performer and/or performer</li></ul>	You obviously don't care enough to be on time for faculty meetings.
Neutral	<ul style="list-style-type: none"><li>• Points to the problem</li><li>• Is based on performance criteria</li></ul>	Did you know that you were late to the last three faculty meetings?

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## Topic 2: Giving Effective Performance Feedback

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### **Giving Effective Performance Feedback**

By using neutral feedback and analyzing the factors causing non-performance, you can get individuals to recognize and correct their performance problems.

In this topic you will learn how to administer neutral feedback based on established performance criteria, as well as how to hold a performance conversation when non-performance continues.

As a leader you are responsible for providing performance feedback to those you supervise in order to improve and support their performance. If you act as a coach to a performer who you do not supervise, you must be careful not to act to improve performance through feedback without the involvement of his or her supervisor. The supervisor should set the performance criteria and be involved in the performance coaching conversation when continued non-performance occurs.

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### **Tip(s)**

Consider the following guidelines when giving performance feedback:

- Maintain confidentiality by holding the conversation in private.
- Allow adequate time for giving the feedback and for follow up discussion.
- Before the discussion, note the specific performance problem(s), the results of non-performance, consequences, and a description of the desired behavior.

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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. Give feedback for non-performance</b></p>	<p>Begin with neutral feedback, using the following approach:</p> <ul style="list-style-type: none"> <li>• List the evidence of the individual's performance that met the criteria</li> <li>• Point out anything else that was positive</li> <li>• Identify the evidence of the individual's performance that did not meet the criteria</li> </ul> <p>After the meeting, follow-up with a short note to the performer that recaps the performance feedback, gives encouragement, and shows appreciation for his/her efforts.</p>
<p><b>2. If performance is still not meeting criteria</b></p>	<p>If performance continues to fall short of the criteria, give additional neutral feedback.</p> <ul style="list-style-type: none"> <li>• List the evidence of the individual's performance that met the criteria</li> <li>• Point out anything else that was positive, if possible:             <ul style="list-style-type: none"> <li>○ Ask the performer questions in order to get input about the positives, as well as any concerns her or she may have.</li> </ul> </li> <li>• Identify the evidence of the individual's performance that did not meet the criteria:             <ul style="list-style-type: none"> <li>○ Elicit input from the performer as to the reasons why the criteria were not met</li> <li>○ Make a request for performance that meets criteria</li> </ul> </li> </ul>

Step	Action
<p><b>3. If evidence of non-performance continues</b></p>	<p>If non-performance continues, hold a performance conversation with the individual by doing the following:</p> <ul style="list-style-type: none"> <li>• First, get the performer’s agreement that a performance gap exists: <ul style="list-style-type: none"> <li>○ Identify the behavior discrepancy</li> <li>○ Describe the results of the discrepancy</li> <li>○ Explain the consequences of non-performance</li> <li>○ Describe the desired behavior</li> </ul> </li> <li>• Analyze factors causing non-performance: <ul style="list-style-type: none"> <li>○ Ask the performer for input: “What factors are hindering your performance?”</li> <li>○ Identify factors impacting performance that are within control of the performer. Identify those, if any, which are not under the control of the performer that the organization must manage to improve performance. Develop a list of potential solutions and interventions. If you do not supervise the performer, recommend the solutions and interventions to the supervisor to implement. If you supervise the performer, determine what steps you will take to support improved performance and which you will expect the performer to take. Determine what you will expect the performer to do, and what you or the organization is willing and able to do. (See GLISI modules <i>Leading a Team to Analyze Performance Factors</i> and <i>Leading a Team to Select Performance Interventions</i> for more guidance and practice.)</li> </ul> </li> <li>• Mutually discuss alternatives and solutions</li> <li>• Mutually agree on action to be taken to address the gap</li> <li>• Close the conversation by thanking the individual for agreeing to solve the problem</li> </ul>
<p><b>4. Follow up/ re-evaluate</b></p>	<p>Follow up on the individual’s performance in order to evaluate the results of the feedback. Reinforce any improvement.</p>

## Practice Exercise

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### Instructions

- Follow 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

Imagine that you are an Assistant Principal, and you observed a teacher leader, Laura, lead a meeting to discuss research-based strategies for improving reading and develop an action plan to test use of the practices. Laura started the meeting on time, was very articulate, and generally handled the meeting well. Additionally, all points and tasks listed on the meeting agenda were covered and/or completed. However, you observed that Laura dominated the meeting's discussions and seemed to guide the group's decision making to reach the goals she wanted to achieve. Moreover, she ended the meeting abruptly without proper closure.

You need to give Laura feedback on her performance leading the meeting. Answer the questions in the Topic Practice Worksheet to describe your approach to giving Laura performance feedback. The established criteria for leading a meeting are listed on the following page.

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**Practice Scenario  
(cont.)**

**Criteria for Leading a Meeting:**

- Be very clear on the purpose of the meeting:
    - Before the meeting, set goals and decide upon the specific objective for the upcoming meeting. Identify the desired outcome for each agenda item to be discussed.
  - Begin with introductions:
    - Thank the participants for coming to the meeting, and introduce yourself if there are any attendees you have not met. Review the proposed agenda. Briefly explain each item and point out the time limit. Ask if there are any questions.
  - Involve as many people as possible:
    - Ask silent people for their opinions, call on a variety of people, and don't allow nonstop talkers to monopolize the discussion. The more perspectives that are involved, the better your group's decisions. Making an effort to involve all participants also moves people from a passive to an active role.
  - Make sure everyone understands what is going on:
    - Throughout the discussion, clarify and summarize what is happening.
  - Remember that time is important:
    - Try to put time limits on each agenda item and select a timekeeper. Keep the meeting moving and adhere to the schedule dictated by the agenda.
  - Assign action items:
    - When action items arise from the meeting discussion, assign them immediately. Select an individual, a priority level and a due date for each action item.
  - End the meeting with a summary of decisions and assignments:
    - Take five minutes to review the outcome of each agenda item, as well as the action items list. Ask the group what went well during the meeting and which areas need improvement. Take note of the comments and try to improve on them the next time you lead your group's meeting.
-

**Practice Worksheet**

Where would you hold the meeting with Laura?

How much time would you allow for the meeting?

What evidence of performance problem(s) did you observe during the meeting?

Describe the performance feedback you would give to Laura during your meeting with her.

### Practice Worksheet

In the area below, write a brief follow-up note to Laura that you would give her following your meeting with her.

Imagine that you observed Laura a second time and saw similar evidence of performance problems as you observed in the data analysis meeting. Compared to your first meeting with Laura, what questions would you ask while giving performance feedback a second time? List any other actions you would take.

**Practice Worksheet**

After observing Laura a third time, you see that her performance is still not meeting the criteria. Describe your approach to giving Laura performance feedback during this third meeting. List any other actions you would take.

**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. Meeting location is present	<input type="checkbox"/> Meeting held in a location conducive to privacy and confidentiality	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. Meeting time is present	<input type="checkbox"/> Time allotted is adequate for giving feedback and follow-up discussion (30 minutes or more)	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. Evidence of performance problems described	Description of the evidence of performance problems includes: <input type="checkbox"/> Did not involve all meeting participants <input type="checkbox"/> Monopolized the discussions <input type="checkbox"/> Did not end the meeting with a summary <input type="checkbox"/> Did not solicit feedback about the meeting	<input type="checkbox"/> Yes <input type="checkbox"/> No
4. First round performance is present	Performance feedback includes: <input type="checkbox"/> Evidence of the performance that met criteria <input type="checkbox"/> Evidence of the performance that did not meet the criteria	<input type="checkbox"/> Yes <input type="checkbox"/> No

Evidence	Criteria	Proficient? Give Feedback.
5. Follow-up action noted	The follow-up note: <ul style="list-style-type: none"> <li><input type="checkbox"/> Summarizes the performance feedback</li> <li><input type="checkbox"/> Lends encouragement</li> <li><input type="checkbox"/> Shows appreciation for performer's efforts</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No
6. Second round performance feedback and coaching are present	The questions elicit input from the performer about: <ul style="list-style-type: none"> <li><input type="checkbox"/> Positives aspects of the performance</li> <li><input type="checkbox"/> Concerns the performer has</li> <li><input type="checkbox"/> Evidence why the criteria were not met</li> <li><input type="checkbox"/> A request is made for improved performance</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No
7. Third round performance feedback and coaching described	Narrative describes holding a performance conversation with the individual that includes: <ul style="list-style-type: none"> <li><input type="checkbox"/> Getting the performer's agreement that a performance gap exists</li> <li><input type="checkbox"/> Questions that analyze factors causing evidence of non-performance:</li> <li><input type="checkbox"/> Discussing alternatives and solutions.</li> <li><input type="checkbox"/> Mutually agreeing on action to be taken to address the performance gap</li> <li><input type="checkbox"/> Thanking the individual for agreeing to solve the problem</li> </ul>	<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.
  - 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

As the Department Chair, you are responsible for the quality of instruction demonstrated by teachers in your department.

Today you are observing Scott with his ninth grade class. His classroom is well organized, and the student seating arrangement is very conducive to learning.

It is midmorning, and the class appears subdued, even listless. In fact, you notice several students nodding off. The languid atmosphere could be due to the methodical nature of the classroom activities, where there is heavy emphasis on independent work. Scott's reserved nature and quiet demeanor may also be contributing factors. Although not disruptive, several students are off task for a significant amount of time, yet Scott doesn't appear to be aware that some students are not focused and engaged.

You need to give Scott feedback on his performance. Answer the questions in the Final Practice Worksheet to describe your approach to giving Scott performance feedback.

With Scott's performance in mind, review the teaching criteria on the following page.

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**Practice Scenario  
(cont.)**

Scott's Principal has established the following criteria for teacher behavior, planning, organization, and lesson implementation.

The Teacher must exhibit:

- Enthusiasm
  - Effective classroom facilitation and control, including differentiated instruction appropriate to student needs and curriculum standards
  - A reasonable, fair, and impartial way of dealing with students
  - Consistency with regard to classroom rules
  - Effective interaction with pupils
  - The ability to recognize individual differences
  - Efficient classroom routines which promote individual learning
  - Confidence, stability, and assertiveness
-

**Final Practice Worksheet**

Describe the setting of the meeting and the time allotted.

Describe the performance feedback you would give Scott during the meeting.

In the area below, write a meeting follow-up note to Scott.

### Final Practice Worksheet

After attending Scott's ninth grade class a second time, you observed similar evidence of non-performance on his part. Compared to your first meeting, what questions would you ask Scott while giving performance feedback a second time? List any additional actions you would take.

### Final Practice Worksheet

A third observation of Scott's teaching revealed continued evidence of non-performance when compared to the criteria. Describe your approach to giving Scott performance feedback during this third meeting. List any additional actions you would take.

### Final Practice Worksheet

After observing Scott a third time, you see that his performance is still not meeting the criteria. Describe your approach to giving Scott performance feedback during this third meeting. List any other actions you would take.

**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. Meeting location is present	<input type="checkbox"/> Meeting held in a location conducive to privacy and confidentiality	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. Meeting time is present	<input type="checkbox"/> Time allotted is adequate for giving feedback and follow-up discussion (30 minutes or more)	<input type="checkbox"/> Yes <input type="checkbox"/> No

Evidence	Criteria	Proficient? Give Feedback.
3. First round performance feedback is present	<p>Evidence of performance which met the criteria (any similar to the following)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A reasonable, fair, and impartial way of dealing with students</li> <li><input type="checkbox"/> Consistency with regard to classroom rules</li> <li><input type="checkbox"/> The ability to recognize individual differences</li> <li><input type="checkbox"/> Efficient classroom routines which promote individual learning</li> <li><input type="checkbox"/> Confidence, stability, and assertiveness</li> </ul> <p>Evidence of the performance that did not meet the criteria (any similar to the following)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lack of enthusiasm</li> <li><input type="checkbox"/> Ineffective classroom facilitation</li> <li><input type="checkbox"/> Limited interaction with pupils</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No
4. Follow-up action noted	<p>The follow-up note:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Summarizes the performance feedback</li> <li><input type="checkbox"/> Lends encouragement</li> <li><input type="checkbox"/> Shows appreciation for performer's efforts</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No
5. Second round performance feedback and coaching are present	<p>The questions elicit input from the performer about:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Positives aspects of the performance</li> <li><input type="checkbox"/> Concerns the performer has</li> <li><input type="checkbox"/> Evidence why the criteria were not met</li> <li><input type="checkbox"/> A request is made for improved performance</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No

Evidence	Criteria	Proficient? Give Feedback.
6. Third round performance feedback and coaching described	<p>Narrative describes holding a performance conversation with the individual that includes:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Getting the performer’s agreement that a performance gap exists</li> <li><input type="checkbox"/> Questions that analyze factors causing evidence of non-performance:</li> <li><input type="checkbox"/> Discussing alternatives and solutions.</li> <li><input type="checkbox"/> Mutually agreeing on action to be taken to address the performance gap</li> <li><input type="checkbox"/> Thanking the individual for agreeing to solve the problem</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
<p><b>Emerging</b> Needs Study and Practice <i>Few/none of desired behaviors were adequately displayed.</i></p>	<p><b>Developing</b> Needs Practice <i>Some but not all of the desired behaviors were adequately displayed.</i></p>	<p><b>Proficient</b> Meets Criteria and Expectations <i>All desired behaviors were displayed and performed correctly.</i></p>	<p><b>Distinguished</b> 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.	<b>Facilitating</b> group interaction and managing participation	1	2	3	4	n/a
2.	<b>Assisting</b> the group to meet task criteria	1	2	3	4	n/a
3.	<b>Modeling</b> appropriate leadership behaviors	1	2	3	4	n/a
4.	<b>Teaching</b> others how to perform the tasks	1	2	3	4	n/a
5.	<b>Presenting</b> information clearly and concisely	1	2	3	4	n/a
6.	<b>Leveraging technology</b> to increase effectiveness	1	2	3	4	n/a
7.	<b>Motivating</b> others to achieve success	1	2	3	4	n/a
8.	<b>Using group processes</b> 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**

Part 1

For the Final Assessment scenario, observe an individual in a performance situation and present him/her with effective performance feedback (according to the assessment criteria) via performance conversation.

Review the criteria for the performance. If no criteria exist, establish criteria appropriate for this situation with your coach or the supervisor of the performer you are coaching.

- Conduct the observation.
- Meet with the individual to give performance feedback.
- Document the performance conversation.
- Write a follow-up note to the performer.

**NOTE:** The performer should be an individual who you supervise. If you do not directly supervise the performer you must complete this task by working with his or her supervisor.

Part 2

For the purpose of this exercise, assume that the performer did not improve over the next two observations. Document your approach for the second and third performance feedback meeting.

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**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. Meeting location is appropriate	<input type="checkbox"/> Meeting held in a location conducive to privacy and confidentiality	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. Meeting duration is adequate	<input type="checkbox"/> Time allotted is adequate for giving feedback and follow-up discussion (30 minutes or more)	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. First round performance feedback is given	Performance feedback includes: <input type="checkbox"/> Evidence of the performance that met the criteria <input type="checkbox"/> Evidence of the performance that did not meet the criteria	<input type="checkbox"/> Yes <input type="checkbox"/> No
4. Follow-up action administered (follow-up note to performer)	The follow-up note: <input type="checkbox"/> Summarizes the performance feedback <input type="checkbox"/> Lends encouragement <input type="checkbox"/> Shows appreciation for performer’s efforts	<input type="checkbox"/> Yes <input type="checkbox"/> No

Evidence	Criteria	Proficient? Give Feedback.
5. Second round performance feedback and coaching described	<p>The questions elicit input from the performer about:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Positives evidence of the performance</li> <li><input type="checkbox"/> Concerns the performer has</li> <li><input type="checkbox"/> Evidence why the criteria were not met</li> <li><input type="checkbox"/> A request is made for improved performance</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No
6. Third round performance feedback and coaching described	<p>Narrative describes holding a performance conversation with the individual that includes:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Getting the performer's agreement that a performance gap exists</li> <li><input type="checkbox"/> Questions that analyze factors causing non-performance:</li> <li><input type="checkbox"/> Discussing alternatives and solutions.</li> <li><input type="checkbox"/> Mutually agreeing on action to be taken to address the performance gap</li> <li><input type="checkbox"/> Thanking the individual for agreeing to solve the problem</li> </ul>	<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><b>Emerging</b> Needs Study and Practice <i>Few/none of desired behaviors were adequately displayed.</i></p>	<p><b>Developing</b> Needs Practice <i>Some but not all of the desired behaviors were adequately displayed.</i></p>	<p><b>Proficient</b> Meets Criteria and Expectations <i>All desired behaviors were displayed and performed correctly.</i></p>	<p><b>Distinguished</b> Could be Used as a Model to Teach Others</p>
			<b>Eligible for Portfolio</b>

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

## Recommended Reading and Resources

Fournies, F. (2000). *Coaching for Improved Work Performance: How to Get Better Results from Your Employees*. New York, NY: McGraw-Hill.

Patterson, K., Grenny, J., McMillan, R., Switzler, A. (2002). *Crucial Conversations: Tools For Talking When Stakes are High*. New York, NY: McGraw-Hill.

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

# Acknowledgments

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