



# Illinois State Board of Education

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Guidance Document 13-7

## Guidance on Alignment of Three Factors in Principal Evaluation

*This document is intended to provide non-regulatory guidance on the subject matter listed above. For specific questions, please contact the person(s) identified in the document.*

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Dr. Christopher Koch, State Superintendent



## **Guidance on Alignment of Three Factors in Principal Evaluation**

*Crosswalk of Illinois Rising Star Indicators,  
5Essentials Survey Components, and Illinois  
Performance Standards for School Leaders*

**July 2013**

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## Overview

In 2010, Governor Pat Quinn signed the Performance Evaluation Reform Act (PERA), which requires all schools in Illinois to change how teachers' and principals' performances are measured. PERA requires districts to design and implement performance evaluation systems that assess teachers' and principals' professional skills; it also requires districts to incorporate measures of student growth. As of September 1, 2012, Illinois public school systems began to implement changes in teacher and principal performance evaluation processes, as required by state law. Implementation of these new rules will be completed by September 2016.

Members of the Performance Evaluation Advisory Council (PEAC) requested information on the alignment of the Rising Star Indicators, Illinois *5Essentials* Survey, and Illinois Performance Standards for School Leaders Rubric used for principal evaluation. To address this request, members from the Illinois State Board of Education (ISBE), the DuPage County Regional Office of Education (ROE), University of Chicago, and American Institutes for Research (AIR) conducted a thorough crosswalk analysis of how the indicators from these frameworks aligned.<sup>1</sup> During the course of several weeks, participants reviewed three key documents seeking a deep understanding of the components and similarities of each framework, which resulted in this guidance document. The three key documents are as follows:

- **Illinois Performance Standards for School Leaders.** This rubric was developed by the PEAC Principal Evaluation Subcommittee. It provides standards and indicators for assessing principal professional practice as part of a total evaluation system.
- **University of Chicago's *5Essentials* Survey.** Based on more than 20 years of research by the University of Chicago Consortium on School Research on what makes schools successful, the *5Essentials* School Effectiveness Survey is a comprehensive diagnostic tool for identifying schools' strengths and weaknesses. The survey combines validated questions and rigorous analysis to measure a school's performance on the five essential supports of school improvement: ambitious instruction, supportive environment, effective leaders, collaborative teachers, and involved families.
- **Illinois Rising Star Indicators.** As the performance positioning system for Illinois, Rising Star provides a structure for school teams to examine their practices and improve performance.

The following five charts show the alignment of these three documents according to the five supports specified in the Illinois *5Essentials* Survey:

- Ambitious instruction
- Supportive environment
- Effective leaders
- Collaborative teachers
- Involved families

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<sup>1</sup> Significant contributions to this analysis were made by Ryan Lei at ISBE; Dr. Gail Fahey and her team at DuPage ROE; Dr. Nick Montgomery and his staff at the University of Chicago; and Nick Pinchok, Caroline Wentzel, and Dr. Ellen Sherratt at AIR.

## Ambitious Instruction

5Essentials Question Prompt/Item Text	Rising Star Indicators			Illinois Performance Standards for School Leaders		
	Tertiary	Secondary	Primary	Tertiary	Secondary	Primary
<b>Clarity</b>						
Student: It is clear what I need to do to get a good grade.		None	IIC01, IIIA07		6a	3c
Student: The work we do in class is good preparation for the tests.		None	IIC01, IIIA07		6a	3c
Student: I learn a lot from feedback on my work.		None	IIC01, IIIA07		6a	3c
Student: The homework assignments help me learn the course material.		None	IIC01, IIIA07		6a	3c
Student: I know what my teacher wants me to learn in this class.		None	IIC01, IIIA07		6a	3c
<b>Quality of Student Discussion</b>						
Teacher: Students build on each other's ideas during discussion.		CL7			6c	
Teacher: Students use data and text references to support their ideas.		CL7			6c	
Teacher: Students show each other respect.		CL7			6c	

5Essentials Question Prompt/Item Text	Rising Star Indicators			Illinois Performance Standards for School Leaders		
	Tertiary	Secondary	Primary	Tertiary	Secondary	Primary
Teacher: Students provide constructive feedback to their peers/teachers.		CL7			6c	
Teacher: Students draw on relevant knowledge learned outside of class.		CL7			6c	
<b>Quality of Math Instruction</b>						
Student in Math Class; How often: Write a few sentences to explain how you solved a math problem		IID06, IE07			3a	
Student in Math Class; How often: Explain how you solved a problem to the class		IID06, IE07			3a	
Student in Math Class; How often: Write a math problem for other students to solve		IID06, IE07			3a	
Student in Math Class; How often: Discuss possible solutions to problems with other students		IID06, IE07			3a	
Student in Math Class; How often: Apply math to situations in life outside of school		IID06, IE07			3a	

	Rising Star Indicators			Illinois Performance Standards for School Leaders		
<b>5Essentials Question Prompt/Item Text</b>	<b>Tertiary</b>	<b>Secondary</b>	<b>Primary</b>	<b>Tertiary</b>	<b>Secondary</b>	<b>Primary</b>
Student in Math Class; How often: Use a graphing calculator to complete an assignment		IID06, IE07			3a	
Student in Math Class; How often: Solve a problem with multiple steps that takes more than 20 minutes		IID06, IE07			3a	
<b>Quality of English Instruction</b>						
Student in English Class; How often: Discuss your point of view about something you've read		IID06, IE07			3a	
Student in English Class; How often: Write a paper or essay of three or more pages		IID06, IE07			3a	
Student in English Class; How often: Rewrite a paper or essay in response to comments		IID06, IE07			3a	
Student in English Class; How often: Discuss connections between a reading and real-life people or situations		IID06, IE07			3a	

5Essentials Question Prompt/Item Text	Rising Star Indicators			Illinois Performance Standards for School Leaders		
	Tertiary	Secondary	Primary	Tertiary	Secondary	Primary
Student in English Class; How often: Discuss how culture, time, or place affects an author's writing		IID06, IE07			3a	
Student in English Class; How often: Write a few paragraphs to answer questions about a reading		IID06, IE07			3a	
Student in English Class; How often: Explain how writers use tools like symbolism and metaphor to communicate meaning		IID06, IE07			3a	
Student in English Class; How often: Improve a piece of writing as a class or with partners		IID06, IE07			3a	
Student in English Class; How often: Debate the meaning of a reading		IID06, IE07			3a	



## Supportive Environment

5Essentials Question Prompt/Item Text	Rising Star Indicators			Illinois Performance Standards for School Leaders		
	Tertiary	Secondary	Primary	Tertiary	Secondary	Primary
<b>Peer Support for Academic Work</b>						
Student’s peers: Think doing homework is important		None			6a	
Student’s peers: Feel it is important to pay attention in class		None			6a	
Student’s peers: Feel it is important to come to school every day		None			6a	
Student’s peers: Try hard to get good grades		None			6a	
<b>Academic Personalism</b>						
Student’s teacher: Notices if I have trouble learning something			IIC01, IIIA07			3c
Student’s teacher: Is willing to give extra help on homework if I need it			IIC01, IIIA07			3c
Student’s teacher: Helps me catch up if I am behind			IIC01, IIIA07			3c
Student’s teacher: Really listens to what I have to say			IIC01, IIIA07			3c
Student’s teacher: Believes I can do well in school			IIC01, IIIA07			3c
Student’s teacher: Gives me specific suggestions about how I can improve my work in class			IIC01, IIIA07			3c
Student’s teacher: Explains things in a different way if I don’t understand something in class			IIC01, IIIA07			3c
<b>Academic Press</b>						
Student’s teacher: Expects me to do my best all the time		IID06, IE07	None		3a	6a
Student’s teacher: Expects everyone to work hard		IID06, IE07	None		3a	6a

5Essentials Question Prompt/Item Text	Rising Star Indicators			Illinois Performance Standards for School Leaders		
	Tertiary	Secondary	Primary	Tertiary	Secondary	Primary
Student's class: Do you find the work difficult?		IID06, IE07	None		3a	6a
Student's class: Are you challenged?		IID06, IE07	None		3a	6a
Student's class: Does the teacher ask difficult questions on tests?		IID06, IE07	None		3a	6a
Student's class: Does the teacher ask difficult questions in class?		IID06, IE07	None		3a	6a
Student's class: Do you have to work hard to do well?		IID06, IE07	None		3a	6a
<b>Safety</b>						
<i>How safe do you feel?</i>			None			2b
Student feels safe: Outside around the school?			None			2b
Student feels safe: Traveling between home and school?			None			2b
Student feels safe: In the hallways and bathrooms of the school?			None			2b
Student feels safe: In your classes?			None			2b
<b>Student-Teacher Trust</b>						
Student: My teachers really care about me.		CL10, CL11	CL15		5a	4a
Student: My teacher always keeps his/her promises.		CL10, CL11	CL15		5a	4a
Student: My teacher always tries to be fair.		CL10, CL11	CL15		5a	4a
Student: I feel safe and comfortable with my teacher at this school.		CL10, CL11	CL15		5a	4a
Student: When my teacher tells me not to do something, I know he/she has a good reason.	CL10	CL10, CL11	CL15	6b	5a	4a
Student: My teacher treats me with respect.		CL10, CL11	CL15		5a	4a

5Essentials Question Prompt/Item Text	Rising Star Indicators			Illinois Performance Standards for School Leaders		
	Tertiary	Secondary	Primary	Tertiary	Secondary	Primary
<b>Postsecondary Expectations</b>						
HS teacher’s school: Teachers expect most students in this school to go to college.		None	CC02, CII1		6a	1a
HS teacher’s school: Teachers at this school help students plan for college outside of class time.		None	CC02, CII1		6a	1a
HS teacher’s school: The curriculum at this school is focused on helping students get ready for college.		None	CC02, CII1		6a	1a
HS teacher’s school: Most of the students in this school are planning to go to college.		None	CC02, CII1		6a	1a
HS teacher’s school: Teachers in this school feel that it is a part of their job to prepare students to succeed in college.		None	CC02, CII1		6a	1a
<b>Schoolwide Future Orientation</b>						
HS student’s school: Teachers make sure that all students are planning for life after graduation.		None	CC02, CII1		6a	1a
HS student’s school: Teachers work hard to make sure that all students are learning.		None	CC02, CII1		6a	1a
HS student’s school: High school is seen as preparation for the future.		None	CC02, CII1		6a	1a
HS student’s school: All students are encouraged to go to college.		None	CC02, CII1		6a	1a
HS student’s school: Teachers pay attention to all students, not just the top students.		None	CC02, CII1		6a	1a
HS student’s school: Teachers work hard to make sure that students stay in school.		None	CC02, CII1		6a	1a

## Effective Leaders

	Rising Star Indicators			Illinois Performance Standards for School Leaders		
5Essentials Question Prompt/Item Text	Tertiary	Secondary	Primary	Tertiary	Secondary	Primary
<b>Teacher-Principal Trust</b>						
Teacher: The principal has confidence in the expertise of the teachers.	CL10, CL11	CL15	IB09, IB10, IE09	5a	4a	2f
Teacher: I trust the principal at his or her word.	CL10, CL11	CL15	IB09, IB10, IE09	5a	4a	2f
Teacher: It's OK in this school to discuss feelings, worries, and frustrations with the principal.	CL10, CL11	CL15	IB09, IB10, IE09	5a	4a	2f
Teacher: The principal takes a personal interest in the professional development of teachers.	CL10, CL11	CL15	IB09, IB10, IE09	5a	4a	2f
Teacher: The principal looks out for the personal welfare of the faculty members.	CL10, CL11	CL15	IB09, IB10, IE09	5a	4a	2f
Teacher: The principal places the needs of children ahead of personal and political interests.	CL10, CL11	CL15	IB09, IB10, IE09	5a	4a	2f
Teacher: The principal at this school is an effective manager who makes the school run smoothly.	CL10, CL11	CL15	IB09, IB10, IE09	5a	4a	2f
<b>Teacher Influence</b>						
Teacher has influence in: Hiring new professional personnel	CC02, CII1	IE13	IA10, CL2, CL3, ID13	1a	4b	2c
Teacher has influence in: Planning how discretionary school funds should be used	CC02, CII1	IE13	IA10, CL2, CL3, ID13	2d, 1a	4b	2c
Teacher has influence in: Determining books and other instructional materials used in classrooms	CC02, CII1	IE13	IA10, CL2, CL3, ID13	1a	4b	2c

5Essentials Question Prompt/Item Text	Rising Star Indicators			Illinois Performance Standards for School Leaders		
	Tertiary	Secondary	Primary	Tertiary	Secondary	Primary
Teacher has influence in: Establishing the curriculum and instructional program	CC02, CII1	IE13	IA10, CL2, CL3, ID13	1a	4b	2c
Teacher has influence in: Determining the content of in-service programs	CC02, CII1	IE13	IA10, CL2, CL3, ID13	1a	4b	2c
Teacher has influence in: Setting standards for student behavior	CC02, CII1	IE13	IA10, CL2, CL3, ID13	6b, 1a	4b	2c
<b>Program Coherence</b>						
Teacher: Once we start a new program, we follow up to make sure that it's working.	None	IE13	CC02, CII1		4b	1a
Teacher: We [don't] have so many different programs in this school that I can't keep track of them all.	IE13	None	CC02, CII1	4b		1a
Teacher: Many special programs [don't] come and go at this school.	IE13	None	CC02, CII1	4b		1a
Teacher: You can see real continuity from one program to another at this school.		IID06, IE07	CC02, CII1		3a	1a
Teacher: Curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school.		IID06, IE07	CC02, CII1		3a	1a
Teacher: There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.		IID06, IE07	CC02, CII1		3a	1a

5Essentials Question Prompt/Item Text	Rising Star Indicators			Illinois Performance Standards for School Leaders		
	Tertiary	Secondary	Primary	Tertiary	Secondary	Primary
<b>Principal Instructional Leadership</b>						
Teacher’s principal: Makes clear to the staff his or her expectations for meeting instructional goals		IB08, IB12	CC02, CII1		1b	1a
Teacher’s principal: Communicates a clear vision for our school		IB08, IB12	CC02, CII1		1b	1a
Teacher’s principal: Sets high standards for teaching		IB08, IB12	CC02, CII1		1b	1a
Teacher’s principal: Understands how children learn		None	CC02, CII1			1a
Teacher’s principal: Sets high standards for student learning		None	CC02, CII1			1a
Teacher’s principal: Presses teachers to implement what they have learned in professional development			CC02, CII1		1e	1a
Teacher’s principal: Carefully tracks student academic progress	IE06, IA07, ID01, ID10	IB08, IB12	CC02, CII1	3b, 2a	1b	1a
Teacher’s principal: Actively monitors the quality of teaching in this school	IE06, IA07, ID01, ID10		CC02, CII1	2a	1e	1a
Teacher’s principal: Knows what’s going on in my classroom	IE06, IA07, ID01, ID10		CC02, CII1	3a, 2a	1e	1a

## Collaborative Teachers

5Essentials Question Prompt/Item Text	Rising Star Indicators			Illinois Performance Standards for School Leaders		
	Tertiary	Secondary	Primary	Tertiary	Secondary	Primary
<b>Teacher-Teacher Trust</b>						
Teacher’s colleagues: Really care about each other?		IB09, IB10, IE09	CL15		5a	4a
Teacher: To what extent do you feel respected by other teachers?		CL10, CL11	CL15		5a	4a
Teacher: Teachers in this school trust each other.		CL10, CL11	CL15		5a	4a
Teacher: It’s OK in this school to discuss feelings, worries, and frustrations with other teachers.		CL10, CL11	CL15		5a	4a
Teacher: Teachers respect other teachers who take the lead in school improvement efforts.		CL10, CL11	CL15		5a	4a
Teacher: Teachers at this school respect those colleagues who are expert at their craft.		CL10, CL11	CL15		5a	4a
<b>Quality Professional Development</b>						
Teacher’s school: Overall, my professional development experiences this year have been sustained and coherently focused, rather than short-term and unrelated.		IA10, CL2, CL3, ID13	IF05, CL16		2c	3g
Teacher’s school: Included enough time to think carefully about, try, and evaluate new ideas		IA10, CL2, CL3, ID13	IF05, CL16		2c	3g

5Essentials Question Prompt/Item Text	Rising Star Indicators			Illinois Performance Standards for School Leaders		
	Tertiary	Secondary	Primary	Tertiary	Secondary	Primary
Teacher’s school: Been closely connected to my school’s improvement plan		IA10, CL2, CL3, ID13	IF05, CL16		2c	3g
Teacher’s school: Included opportunities to work productively with colleagues in my school		IA10, CL2, CL3, ID13	IF05, CL16		2c	3g
Teacher’s school: Included opportunities to work productively with teachers from other schools		IA10, CL2, CL3, ID13	IF05, CL16		2c	3g
<b>Collective Responsibility</b>						
Teacher’s colleagues: Help maintain discipline in the entire school, not just their classroom?		IE08	IE06, IA07		3f	2a
Teacher’s colleagues: Take responsibility for improving the school?		IE08	ID01, ID10		3f	2a
Teacher’s colleagues: Set high standards for themselves?		IE08	ID01, ID10		3f	2a
Teacher’s colleagues: Feel responsible to help each other do their best?		IE08	ID01, ID10		3f	2a
Teacher’s colleagues: Feel responsible that all students learn?		IE08	ID01, ID10		3f	2a
Teacher’s colleagues: Feel responsible for helping students develop self-control?		IE08	ID01, ID10		3f	2a
Teacher’s colleagues: Feel responsible when students in this school fail?		IE08	ID01, ID10		3f	2a



5Essentials Question Prompt/Item Text	Rising Star Indicators			Illinois Performance Standards for School Leaders		
	Tertiary	Secondary	Primary	Tertiary	Secondary	Primary
<b>School Commitment</b>						
Teacher: I usually look forward to each working day at this school.		None	None			
Teacher: I wouldn't want to work in any other school.						
Teacher: I feel loyal to this school.						
Teacher: I would recommend this school to parents seeking a place for their child.						

## Involved Families

5Essentials Question Prompt/Item Text	Rising Star Indicators			Illinois Performance Standards for School Leaders		
	Tertiary	Secondary	Primary	Tertiary	Secondary	Primary
<b>Teacher-Parent Trust</b>						
Teacher: How many teachers in this school feel good about parents' support for their work?		CL10, CL11	CL15		5a	4a
Teacher: To what extent do you feel respected by the parents of your students?		CL10, CL11	CL15		5a	4a
Teacher; students' parents: Support your teaching efforts?		CL10, CL11	CL15		5a	4a
Teacher; students' parents: Do their best to help their children learn?		CL10, CL11	CL15		5a	4a
Teacher; students' parents: At this school, it is difficult to overcome the cultural barriers between teachers and parents.		CL10, CL11	CL15		5a	4a
Teacher; students' parents: Teachers and parents think of each other as partners in educating children.		CL10, CL11	CL15		5a	4a
Teacher; students' parents: Parents have confidence in the expertise of the teachers.		CL10, CL11	CL15		5a	4a
Teacher; students' parents: Staff at this school work hard to build trusting relationships with parents.		CL10, CL11	CL15		5a	4a
<b>Parent Involvement in the School</b>						
Teacher; students' parents: Attended parent-teacher conferences when you requested them			IVD002, IVD03, CL6			4c

5Essentials Question Prompt/Item Text	Rising Star Indicators			Illinois Performance Standards for School Leaders		
	Tertiary	Secondary	Primary	Tertiary	Secondary	Primary
Teacher; students' parents: Volunteered to help in the classroom			IVD002, IVD03, CL6			4c
Teacher; students' parents: Picked up their child's last report card			IVD002, IVD03, CL6			4c
<b>Outreach to Parents</b>						
Teacher's school: Parents are invited to visit classrooms to observe the instructional program.					4c	4a
Teacher's school: The principal pushes teachers to communicate regularly with parents.					4c	4a
Teacher's school: We encourage feedback from parents and the community.					4c	4a
Teacher's school: Teachers really try to understand parents' problems and concerns.					4c	4a
Teacher's school: Parents are greeted warmly when they call or visit the school.					4c	4a
Teacher's school: Teachers work closely with parents to meet students' needs.					4c	4a
Teacher's school: We work at communicating to parents about support needed to advance the school mission.					4c	4a
Teacher's school: This school regularly communicates with parents about how they can help their children learn.					4c	4a

5Essentials Question Prompt/Item Text	Rising Star Indicators			Illinois Performance Standards for School Leaders		
	Tertiary	Secondary	Primary	Tertiary	Secondary	Primary
<b>Human and Social Resources in the Community</b>						
Student’s neighborhood: There are adults in this neighborhood that children can look up to.						4c
Student’s neighborhood: Adults in this neighborhood know who the local children are.						4c
Student’s neighborhood: You can count on adults in this neighborhood to see that children are safe and do not get into trouble.						4c
Student’s neighborhood: During the day, it is safe for children to play in the local park or playground.						4c