| **Test Content Categories**  | **How well do I know the content? (scale 1–5)** | **What resources do I have/need for this content?** | **Where can I find the resources I need?** | **Dates I will study this content** | **Date completed** |
| --- | --- | --- | --- | --- | --- |
| 1. Strategic Leadership (16%)
 |  |  |  |  |  |
| * 1. Mission, Vision, and Core Values
 |  |  |  |  |  |
| 1. Knows how to determine and articulate the core values that define the district’s culture (1c)
 |  |  |  |  |  |
| 1. Emphasizes the imperative of high expectations and student support
 |  |  |  |  |  |
| 1. Advocates for a culture of equity and inclusiveness, caring, and trust
 |  |  |  |  |  |
| 1. Knows a variety of strategies for developing a shared understanding of the mission, vision, and core values of the school district and the community (1f)
 |  |  |  |  |  |
| 1. Clearly communicates the district’s mission to a variety of stakeholders
 |  |  |  |  |  |
| 1. Identifies strategies to develop a shared vision among stakeholders
 |  |  |  |  |  |
| 1. Models the district’s core values in all aspects of leadership (1g)
 |  |  |  |  |  |
| 1. Understands how to engage stakeholders in the development of the district’s mission, vision, and core values to promote the academic success and well-being of each student (1a, 1b)
 |  |  |  |  |  |
| 1. Identifies appropriate stakeholders to give voice to diverse perspectives
 |  |  |  |  |  |
| 1. Asks critical questions and seeks input from stakeholders
 |  |  |  |  |  |
| 1. Uses effective decision-making  strategies to build consensus
 |  |  |  |  |  |
| 1. Selects and applies appropriate  communication methods
 |  |  |  |  |  |
| 1. Recognizes and values the  contributions of individuals and groups in goal attainment
 |  |  |  |  |  |
| 1. Knows how to engage stakeholders in the process of evaluating and adjusting the district’s mission, vision, and core values based on effectiveness, changing expectations, and needs of students
 |  |  |  |  |  |
| 1. Identifies the components of  accountability systems necessary to systematically monitor alignment with and make adjustments to district’s mission, vision, and core values
 |  |  |  |  |  |
| * 1. District and School Improvement
 |  |  |  |  |  |
| 1. Knows how to create a strategic plan that is consistent with the district’s core values and supports the district’s mission, vision, and goals in a culture of continuous improvement (10a, 10b)
 |  |  |  |  |  |
| 1. Prepares stakeholders for the process of improvement (10c)
 |  |  |  |  |  |
| 1. Develops the knowledge, skills, and motivation of stakeholders to succeed in the improvement process (10c)
 |  |  |  |  |  |
| 1. Promotes shared commitment and accountability to achieve the district’s vision, mission, goals, and strategic plan (10c)
 |  |  |  |  |  |
| 1. Knows how and when to use different strategies for improvement, including transformational, incremental, and adaptive approaches to district and school improvement (10e)
 |  |  |  |  |  |
| 1. Knows how to engage stakeholders in an ongoing process of evidence-based inquiry and strategic planning for continuous school improvement (10d)
 |  |  |  |  |  |
| 1. Builds the capacity of stakeholders to identify emerging trends and finds research for the benefit of the district and school improvement (10f)
 |  |  |  |  |  |
| 1. Develops and promotes distributive leadership among appropriate stakeholders for inquiry, experimentation and innovation, and initiating and implementing improvement (10j)
 |  |  |  |  |  |
| 1. Builds the capacity of staff to ensure the implementation and evaluation of improvement processes (10d)
 |  |  |  |  |  |
| 1. Understands how to develop a system for collecting and analyzing data to inform the district’s improvement process (9g, 10g)
 |  |  |  |  |  |
| 1. Identifies and uses appropriate  quantitative and qualitative data to

understand the strengths and challenges of the district and to develop rigorous goals |  |  |  |  |  |
| 1. Develops systems for collecting, analyzing, and sharing data for district and school improvement (9g)
 |  |  |  |  |  |
| 1. Understands how to use a systematic approach when developing strategic plans for district and school improvement (1b, 1d, 10h)
 |  |  |  |  |  |
| 1. Analyzes the current status of

goals and objectives |  |  |  |  |  |
| 1. Conducts a needs assessment to determine high-leverage areas of need
 |  |  |  |  |  |
| 1. Aligns goals with the vision
 |  |  |  |  |  |
| 1. Develops a plan of action based on district and school needs
 |  |  |  |  |  |
| 1. Knows how to develop a strategic plan to achieve the vision (1d)
 |  |  |  |  |  |
| 1. Identifies systems and

resources (human, financial, technological, facility, community) needed to support the strategic plan |  |  |  |  |  |
| 1. Articulates the strategic plan to key stakeholders and builds understanding and commitment of stakeholders
 |  |  |  |  |  |
| 1. Aligns plans to components of the vision
 |  |  |  |  |  |
| 1. Knows how to manage uncertainty, risk, and the change process to ensure the success of the district’s improvement efforts (10i)
 |  |  |  |  |  |
| 1. Applies appropriate models of a change process to situations
 |  |  |  |  |  |
| 1. Engages school and district leadership in the change process
 |  |  |  |  |  |
| 1. Assesses district and school needs to determine appropriate action
 |  |  |  |  |  |
| 1. Responds to stakeholder input and challenges to the change process
 |  |  |  |  |  |
| 1. Understands how to evaluate and adjust the district’s strategic plan based on results and the changing expectations and needs of students (1d, 1e)
 |  |  |  |  |  |
| 1. Maintains an accountability

system to monitor progress toward goals |  |  |  |  |  |
| 1. Collects and analyzes data to maintain and adjust programs and practices
 |  |  |  |  |  |
| 1. Evaluates current practices to determine efficacy and develops new practices to support areas of need
 |  |  |  |  |  |
| 1. Instructional Leadership (12%)
 |  |  |  |  |  |
| * 1. Curriculum and Instruction
 |  |  |  |  |  |
| 1. Knows how to develop, design, and deliver coherent district-level systems of curriculum and instruction that reflect high expectations for student learning, align with academic standards, and that are culturally responsive (4a)
 |  |  |  |  |  |
| 1. Identifies approaches to facilitate the development, design, and delivery of a rigorous curriculum (4a)
 |  |  |  |  |  |
| 1. Aligns curriculum and instruction within and across grade levels with applicable standards (4b)
 |  |  |  |  |  |
| 1. Knows how to promote instructional practice at all schools that is consistent with knowledge of student learning and development, effective pedagogy, and the needs of each student (4c)
 |  |  |  |  |  |
| 1. Promotes the use of instructional practices that are intellectually challenging and authentic to student experiences (4c, 4d)
 |  |  |  |  |  |
| 1. Promotes curriculum planning that is developmentally appropriate for each student (4d)
 |  |  |  |  |  |
| 1. Understands the role of technology in teaching and learning (4e)
 |  |  |  |  |  |
| 1. Integrates technology to support  teaching and enhance learning
 |  |  |  |  |  |
| 1. Integrates technology across the curriculum for different purposes (e.g., communication, collaboration, organization, research)
 |  |  |  |  |  |
| 1. Knows how to develop intervention systems that identify each student’s needs and provide the requisite support (4b)
 |  |  |  |  |  |
| * 1. Assessment and Accountability
 |  |  |  |  |  |
| 1. Knows how to identify, develop, and use valid assessments that measure student learning aligned with curriculum, standards, and instructional practice (4f)
 |  |  |  |  |  |
| 1. Distinguishes among the different types of assessments and their purposes for measuring student learning
 |  |  |  |  |  |
|  b. Works with administrators to improve the identification, development, and use of appropriate assessments |  |  |  |  |  |
| 1. Understands how to gather and analyze assessment data to support instructional improvement and monitor student progress (4g)
 |  |  |  |  |  |
| 1. Identifies relevant data sources
 |  |  |  |  |  |
| 1. Engages administrators and staff in the appropriate use of data
2. Applies data-informed decision-making processes to promote continuous improvement
 |  |  |  |  |  |
| 1. Knows how to monitor and evaluate curriculum and instructional practices to support student learning and academic success (4a, 4b)
 |  |  |  |  |  |
| 1. Implements coherent systems of evaluation for curriculum and instruction
 |  |  |  |  |  |
| 1. Connects student performance to instructional practices
 |  |  |  |  |  |
| 1. Evaluates instructional programs and services to support academic success
 |  |  |  |  |  |
| 1. Climate and Culture Leadership(14%)
 |  |  |  |  |  |
| * 1. Equity and Cultural Responsiveness
 |  |  |  |  |  |
| 1. Understands how to ensure students are treated fairly and respectfully while acknowledging each student’s culture and context (3a)
 |  |  |  |  |  |
| 1. Recognizes each student’s culture as an asset for teaching and learning (3b)
 |  |  |  |  |  |
| 1. Ensures all student groups have access to rigorous learning opportunities
2. Understands how to ensure students have equitable access to effective administrators and staff, learning opportunities, academic and social support, and other resources (3c)
 |  |  |  |  |  |
| 1. Recruits qualified, competent, and diverse administrators and staff members who reflect the diversity needs of the school
 |  |  |  |  |  |
| 1. Provides resources to historically underperforming student groups to close the achievement gap
 |  |  |  |  |  |
| 1. Provides opportunities for preparing students to contribute to a culturally diverse society (3f)
 |  |  |  |  |  |
| 1. Understands how to develop district policies aligned to state and federal guidelines that address student conduct in a positive, consistent, fair, and unbiased manner (3d)
 |  |  |  |  |  |
| 1. Reviews district disciplinary policies, procedures, and incidents
 |  |  |  |  |  |
|  b. Ensures the district policies align to state and federal guidelines |  |  |  |  |  |
|  c. Develops and updates the district student code of conduct |  |  |  |  |  |
|  d. Collaborates with school leaders to ensure that campus procedures align with district policy and reflect best practice |  |  |  |  |  |
| 1. Understands how to act with equity, cultural competency, and responsiveness in all aspects of leadership (3g)
 |  |  |  |  |  |
| 1. Promotes matters of equity and cultural competency and responsiveness (3h)
 |  |  |  |  |  |
|  b. Uses effective interpersonal and communication skills in a manner that demonstrates an understanding of student and staff cultures (2e) |  |  |  |  |  |
| c. Acts as an advocate for the success of all students in the district and is open to diverse perspectives |  |  |  |  |  |
| 1. Understands how to use strategies to address biases and marginalization of students in the district (3e)
 |  |  |  |  |  |
| 1. Identifies and minimizes deficit-based education (3e)
 |  |  |  |  |  |
|  b. Identifies and addresses low expectations associated with race, language, culture, gender identification, sexual orientation, and disability (3e) |  |  |  |  |  |
| * 1. Climate and Culture for Staff
 |  |  |  |  |  |
| 1. Understands how to develop workplace conditions that promote and support effective instructional practice and student learning (7a)
2. Promotes mutual accountability among staff for the success of each student and school (7d)
 |  |  |  |  |  |
| 1. Creates opportunities for collaborative examination of practice, collegial feedback, and collective learning (7g)
 |  |  |  |  |  |
| 1. Encourages staff to develop their learning and effectiveness through reflection, study, and improvement (6i)
 |  |  |  |  |  |
| 1. Promotes and supports the personal health, well-being, and positive work-life balance of staff (6h, 6i)
 |  |  |  |  |  |
| 1. Develops and supports open, productive, caring, and trusting working relationships within and among leaders and staff (7e)
 |  |  |  |  |  |
| 1. Understands how to empower and entrust staff with collective responsibility for meeting students’ academic, social, emotional, and physical needs in accordance to the district’s core values and mission (7b)
 |  |  |  |  |  |
| 1. Creates structures that allow staff to identify, create, and implement opportunities to meet students’ varied needs
 |  |  |  |  |  |
|  b. Creates a culture in which staff assume collective responsibility for student success |  |  |  |  |  |
| 1. Understands how to promote a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole student (7c)
 |  |  |  |  |  |
| 1. Establishes high expectations for professional practice at all levels in the district
 |  |  |  |  |  |
| 1. Ensures ethical and equitable practice at all schools in the district
 |  |  |  |  |  |
| 1. Creates an atmosphere of trust and open communication with school leadership and within schools in the district
 |  |  |  |  |  |
| 1. Facilitates collaboration and collective efficacy within and among schools in the district
 |  |  |  |  |  |
| 1. Pursues ongoing individual learning for professional development that contributes to organizational growth
 |  |  |  |  |  |
| 1. Fosters staff’s ongoing individual learning for professional development that contributes to organizational growth
 |  |  |  |  |  |
| * 1. Community of Care and Support for Students
		1. Knows how to cultivate an inclusive, caring, and supportive school district community that promotes the academic success and well-being of each student (5a)
 |  |  |  |  |  |
| 1. Influences the school and district environment (physical, academic, and social) to positively affect student learning (5a)
 |  |  |  |  |  |
|  b. Assesses the culture and climate  in schools in the district |  |  |  |  |  |
|  c. Collaborates with school-level  personnel to identify strengths and  address areas of need |  |  |  |  |  |
| * + 1. Knows how to create and maintain a safe, caring, and healthy school and district environment that meets the needs of each student (5a)
 |  |  |  |  |  |
| 1. Integrates the cultures and languages of the school community into the learning environment (5f)
 |  |  |  |  |  |
| 1. Creates and promotes a safe environment in which each student is known, accepted, and respected (5b)
 |  |  |  |  |  |
| 1. Promotes a safe and healthy school and district environment in which all students have a voice
 |  |  |  |  |  |
| d. Implements procedures and policies to ensure a safe environment3. Understands how to provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student (5c) |  |  |  |  |  |
| 1. Encourages students to be active and responsible members of the school community (5b)
 |  |  |  |  |  |
| 4. Understands how to promote relationships (adult-student and student-peer) that value and support academic learning and positive social and emotional development of each student (5d) |  |  |  |  |  |
|  5.Understands how to cultivate and  reinforce positive student conduct and  engagement in school (5e) |  |  |  |  |  |
| 1. Ethical and Policy Leadership (10%)
 |  |  |  |  |  |
| * 1. Ethical Practice
 |  |  |  |  |  |
| 1. Understands how to act ethically and promote ethical and professional relationships and decision-making by administrators and staff (2a)
 |  |  |  |  |  |
| 1. Models and promotes professionalism by exhibiting integrity, fairness, transparency, and trustworthiness in interactions with administrators and staff (2b)
 |  |  |  |  |  |
| 1. Places students and their well-being at the center of all decision-making (2c)
 |  |  |  |  |  |
| 1. Promotes and practices responsible stewardship of district resources (e.g., financial, physical, time) (2a)
 |  |  |  |  |  |
| 1. Knows how to promote and safeguard the values of an equitable public education (2d)
 |  |  |  |  |  |
| 1. Understands how to lead with integrity and provides moral direction for staff to cultivate a culture of ethical and professional behavior (2f)
 |  |  |  |  |  |
| 1. Informs administrators and staff of the expectations for ethical and professional behavior (e.g., equality, equity, honesty, legality, consistency)
 |  |  |  |  |  |
| 1. Ensures administrators and staff are trained to exhibit high standards for ethical and professional conduct with students
 |  |  |  |  |  |
| 1. Knows how to recognize and respond to ethical issues (2a, 2b)
 |  |  |  |  |  |
| 1. Establishes a safe and secure system for reporting and responding to ethical issues
 |  |  |  |  |  |
| 1. Identifies, investigates, and addresses potentially unethical behaviors
 |  |  |  |  |  |
| * 1. Policy, Advocacy, and Governance
 |  |  |  |  |  |
| 1. Knows how to create and implement policies and procedures that align with the district’s mission and vision and ensure student success (9a)
 |  |  |  |  |  |
| 1. Interprets, creates, and enforces appropriate policies related to district needs (9l)
 |  |  |  |  |  |
| 1. Works effectively with the district board of education to create, revise, and adopt district policies (9l)
 |  |  |  |  |  |
| 1. Detects and investigates violations of district policy (9h)
 |  |  |  |  |  |
| 1. Knows how to apply state and federal laws to district and campus policies and procedures (regarding, e.g., employment, confidentiality of students and staff, rights of students and staff) (9h)
 |  |  |  |  |  |
| 1. Knows the roles, functions, and expectations of the superintendent and the district board of education (9j)
 |  |  |  |  |  |
| 1. Develops and ensures processes that are open, transparent, and accountable
 |  |  |  |  |  |
| 1. Knows how to work with the district board of education to develop and maintain an effective partnership (9j)
 |  |  |  |  |  |
| 1. Communicates and collaborates with members of the district board of education in a variety of contexts
 |  |  |  |  |  |
| 1. Applies protocols in order to address issues associated with the concerns and needs of the district board of education and individual board members
 |  |  |  |  |  |
| 1. Considers the impact and implications of interactions with members of the district board of education
 |  |  |  |  |  |
|  d. Applies appropriate consensus-  building strategies to ensure the  achievement of the district’s vision and goals |  |  |  |  |  |
| 1. Knows procedures for district board of education meetings in accordance with state and federal law (9h)
 |  |  |  |  |  |
| 1. Knows how to work with the district board of education to advocate for the value of public education (9l)
 |  |  |  |  |  |
| 1. Organizational Leadership (15%)
 |  |  |  |  |  |
| * 1. Professional Capacity
 |  |  |  |  |  |
| 1. Understands the processes and procedures for planning and managing staffing needs (6a, 6b)
 |  |  |  |  |  |
| 1. Ensures an efficient system of recruiting, hiring, supporting, and retaining effective administrators and staff (6a)
 |  |  |  |  |  |
|  b. Plans for and manages staff turnover and succession and provides opportunities for effective induction and mentoring of new personnel (6b) |  |  |  |  |  |
|  c. Follows procedures for staff discipline, remediation, and dismissal (e.g., due process procedures) (6a, 6b) |  |  |  |  |  |
|  d. Adheres to local, state, and federal  laws, regulations, and codes as  required for human resource  management and consults with  appropriate legal staff |  |  |  |  |  |
| 1. Knows how to support the development of administrators’ and staff members’ professional knowledge, skills, and practice through differentiated opportunities for learning and growth (6c)
2. Identifies research-based professional learning practices and activities for self and staff
 |  |  |  |  |  |
| 1. Addresses the varied needs of novice and experienced administrators and staff
 |  |  |  |  |  |
| 1. Designs and implements job-embedded, collaborative professional learning opportunities with staff input (7f)
 |  |  |  |  |  |
| 1. Knows how to promote a culture of continuous learning and improvement for all staff by empowering and motivating administrators and staff to the highest levels of professional practice (6d, 6f, 7h)
 |  |  |  |  |  |
| 1. Consistently applies best practices and research-based approaches that support personal and professional growth of all staff
 |  |  |  |  |  |
| 1. Builds the capacity of administrators, teacher leaders, and staff through learning opportunities and support (6g)
 |  |  |  |  |  |
| 1. Applies appropriate methods and techniques for developing, assessing, and evaluating administrators (e.g., school surveys, data analysis, observation, self-assessment, stakeholder feedback) (6e)
 |  |  |  |  |  |
| 1. Understands ways to provide actionable feedback regarding instruction and other professional practices through valid, research-anchored systems of supervision and evaluation to support the development of teachers and staff (6e)
 |  |  |  |  |  |
| 1. Distinguishes multiple research- anchored supervision and evaluation systems
 |  |  |  |  |  |
| 1. Explains the process for implementing an evaluation system
 |  |  |  |  |  |
| * 1. Operations and Management
 |  |  |  |  |  |
| 1. Understands how to develop ethical and accountable systems to manage the district’s fiscal resources to align with the district’s vision, mission, and goals (9c, 9d)
 |  |  |  |  |  |
| 1. Applies appropriate procedures for budgeting, financial record keeping, reporting, and accountability
 |  |  |  |  |  |
| 1. Follows local, state, and federal requirements for financial management
 |  |  |  |  |  |
| 1. Recognizes the components of financial planning and the process of monitoring financial accounts (e.g., revenue forecast, enrollment, and staffing projections)
 |  |  |  |  |  |
| 1. Identifies and analyzes relevant data for use in budgetary decision making
 |  |  |  |  |  |
| 1. Employs strategies for financial planning and management to address future district needs
 |  |  |  |  |  |
| 1. Seeks and manages federal, state, and local funds within given parameters (e.g., federal title funds, state aid)
 |  |  |  |  |  |
| 1. Understands how to acquire and manage physical resources and other resources to align with the district’s vision, mission, and goals (9c)
 |  |  |  |  |  |
| 1. Recognizes how elements of facilities management affect the learning process
 |  |  |  |  |  |
| b. Identifies procedures and personnel for building maintenance, cost analysis, and use of facilities |  |  |  |  |  |
| 1. Follows federal laws and regulations associated with facilities management and compliance (e.g., ADA, OSHA)
 |  |  |  |  |  |
| 1. Outlines the role of support services in the school system (e.g., transportation, food services)
 |  |  |  |  |  |
| 1. Uses technology to improve the quality and efficiency of operations and management (9f)
 |  |  |  |  |  |
| 1. Knows how to apply strategies for improving district efficiency (including time management and organizational structure) (9e)
 |  |  |  |  |  |
| 1. Protects administrators’ and staff members’ work and student learning from disruption (9e)
 |  |  |  |  |  |
| 1. Organizes the administrative structure for efficient day-to-day operations (e.g.,purchasing, scheduling, transportation, personnel) (9a)
 |  |  |  |  |  |
| 1. Manages staff resources to ensure that teachers and staff are assigned to roles and responsibilities that optimize their professional capacity to address student learning needs (9b)
 |  |  |  |  |  |
| 1. Understands how to implement the district crisis management plan and works with administrators and staff to ensure campus crisis management plans and related training activities are effective and efficient (5a)
 |  |  |  |  |  |
| 1. Examines the district-level crisis  management plan
 |  |  |  |  |  |
| 1. Implements the crisis management plan and related training activities for the district and schools
 |  |  |  |  |  |
| 1. Knows how to develop and manage internal and external relationships toward achieving the district’s missions and goals (9l)
 |  |  |  |  |  |
| 1. Develops productive

relationships with the central office staff, district board of education, school administrators, collective bargaining units, and state legislators (9j) |  |  |  |  |  |
| 1. Facilitates collaboration among feeder and connecting schools for enrollment management and curricular and instructional articulation (9i)
 |  |  |  |  |  |
| 1. Develops and administers systems in accordance with state and federal laws for fair and equitable management of conflict within and among students, faculty and staff, leaders, families, and community (9k)4
 |  |  |  |  |  |
| 1. Community Leadership (9%)
 |  |  |  |  |  |
| * 1. Community Engagement
 |  |  |  |  |  |
| 1. Knows how to engage and communicate with families and the community in meaningful, mutually beneficial ways to support the achievement of district goals (8a, 8b)
 |  |  |  |  |  |
| 1. Uses appropriate two-way communication strategies to engage families and the community in meeting the needs and highlighting the accomplishments of the district, schools, and students (8c)
 |  |  |  |  |  |
| 1. Ensures communication is accessible while building and sustaining positive, collaborative, and productive relationships with families and the community (8a, 8b)
 |  |  |  |  |  |
| 1. Helps the community understand local policies, state and federal laws, and associated rights (9h)
 |  |  |  |  |  |
| 1. Knows how to create opportunities for schools and families to partner in support of student learning in and out of school (8e)
 |  |  |  |  |  |
| 1. Knows how to advocate for the district and the needs and priorities of students, families, and the community (8h, 8i)
 |  |  |  |  |  |
| 1. Responds to educational concerns and needs to enhance the community’s understanding of and support for areas of concern
 |  |  |  |  |  |
| 1. Ensures a high degree of transparency to build trust among stakeholders
 |  |  |  |  |  |
| 1. Knows how to build and sustain productive partnerships with diverse stakeholder groups to support the achievement of district goals (8j)
 |  |  |  |  |  |
| 1. Identifies and collaborates with key local, state, and national entities to advocate for district positions on educational issues
 |  |  |  |  |  |
| 1. Identifies individuals, businesses, higher-education institutions, and other relevant groups in the community for potential partnerships
 |  |  |  |  |  |
| 1. Knows how to develop a public relations program that includes the use of social media to foster community relations (8c, 8j)
 |  |  |  |  |  |
| 1. Identifies communication

 sources and outlets |  |  |  |  |  |
| 1. Establishes positive working  relationships with the media
 |  |  |  |  |  |
| 1. Establishes and implements a  communication plan
 |  |  |  |  |  |
| 1. Establishes collaborative  communication with all

 stakeholders |  |  |  |  |  |
| 1. Recognizes and appropriately

 uses various social media platforms |  |  |  |  |  |
| * 1. Maximizing Community Resources
 |  |  |  |  |  |
| 1. Knows how to leverage the community’s cultural, intellectual, and political resources to promote student learning and school improvement (8f)
 |  |  |  |  |  |
| 1. Maintains a presence in the community to understand its strengths and needs (8d)
 |  |  |  |  |  |
| 1. Develops productive relationships and engages various district constituents (8d)
 |  |  |  |  |  |
| 1. Knows how to develop productive relationships with local colleges and universities as a resource for the school district (8d)
 |  |  |  |  |  |
| 1. Understands how to make district facilities and resources available for families and the community (8g)
 |  |  |  |  |  |
| 1. Is familiar with strategies for obtaining resources such as grants, shared services, donations, and foundations (9c)
 |  |  |  |  |  |
| 1. Integrated Knowledge and Understanding (Case Study) (25%)
 |  |  |  |  |  |
| * 1. Strategic Leadership
 |  |  |  |  |  |
| * 1. Climate and Culture Leadership
 |  |  |  |  |  |
| * 1. Organizational Leadership
 |  |  |  |  |  |