## Standard 3

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective environment.

### Suggested Types of Experience:

### Measures of Competence:

1. No experience
2. Limited experience
3. Experienced
4. Competent

| Pre Field Experience Competencies | | | | | | End of Field Experience Competencies | | | |
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### Evidence of Standard 3

| | Pre Field Experience Competencies | | | | | End of Field Experience Competencies | | | |
|---|---|---|---|---|---|---|---|---|---|
| Monitors and supervises faculty and staff at the site and manages and evaluates the instructional program. | 1 | 2 | 3 | 4 | | 1 | 2 | ③ | 4 |
| Establishes school operations, patterns, and processes that support student learning. | 1 | 2 | 3 | 4 | | 1 | 2 | ③ | 4 |
| Understands and manages legal and contractual policies, agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff. | 1 | 2 | 3 | 4 | | 1 | 2 | ③ | 4 |
| Coordinates and aligns fiscal, faculty, staff, volunteer, community and material resources to support the learning of all students and all groups of students. | 1 | 2 | 3 | 4 | | 1 | 2 | ③ | 4 |
| Sustains a safe, efficient, clean, well-maintained, and productive a school environment that nurtures student learning and supports the professional growth of teachers and support staff. | 1 | 2 | 3 | 4 | | 1 | 2 | ③ | 4 |
| Utilizes the principles of systems management, organizational development, problem solving and collaborative decision-making techniques fairly and effectively. | 1 | 2 | 3 | 4 | | 1 | 2 | 3 | 4 |
| Utilizes effective and positive nurturing practices in establishing student behavior management systems. | 1 | 2 | 3 | 4 | | 1 | 2 | 3 | 4 |
| Utilizes successful staff recruitment, selection and induction approaches, and understands the collective bargaining process, including the administrator's role and the union's role in that process. | 1 | 2 | 3 | 4 | | 1 | 2 | ③ | 4 |