NEW
Coordinator of Visual and Performing Arts

DEFINITION:

Under the direction of the Assistant Superintendent of Educational Services or designee, the Coordinator of Visual and Performing Arts (VAPA) facilitates the integration of visual and performing arts in the instructional program by providing professional learning, supporting instruction, serving as a resource to increase student/staff knowledge and participation, and establishing an environment encouraging creative and innovative integration of visual and performing arts; develops, expands, administers, supervises, and evaluates district elementary music and arts prep program; is responsible for the evaluation of certificated and classified personnel within the specified program areas.

QUALIFICATIONS:

Experience: A minimum of five years of credentialed experience, with five years of administrative experience and VAPA experience required.

Credential: Possession of a valid California Teaching Credential and an Administrative Services Credential or Certificate of Eligibility.

Other: A valid California driver's license.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Promote, advocate, sustain, and advance the Visual and Performing Arts vision and program for the purpose of improving the quality of student outcomes and encouraging student development.
- Coordinate and support the implementation of programs in schools that enhance the integration of arts into academic and social emotional learning for all students.
- Develop long and short-term plans/programs, including identifying school-specific support needs, outlining visual and performing arts programs, integrating adopted curriculum, and staffing for the purpose of ensuring the realization of District objectives.
- Collaborate with community-based organizations to develop and implement programs that enhance the integration of arts in schools across the District.
- Collaborate with partner agencies on the delivery of professional development for mentors and artists.
- Design and progress monitor annual budget for operations, professional development, and curriculum.
- Oversee the coordination, management, and supervision of the District's performing arts facilities in collaboration with the school principals and theater directors.
- Articulate elementary school, middle school, and high school VAPA programs with a focus on strategic planning and pathway alignment.
- Create music and art teacher schedules for elementary prep and oversee elementary arts programs.
- Coordinate availability and inventory of musical instruments and sheet music for elementary music students.
- Coordinate collaboration and professional learning for District and site VAPA teachers, including weekly collaboration for elementary VAPA teachers.
- Plan, develop, deliver, monitor, and evaluate professional learning around adopted content standards and the state framework.
- Assist with grant writing and oversee grants for program funding.
- Observe, coach, consult with, and assist site support teams, principals, instructional coaches, and teachers.
- Plan programs, coordinate curricular resources and research, evaluate, and report on the effectiveness of VAPA programs for students.
- Develop and maintain collaborative partnerships with arts organizations, business, industry, and community arts leaders.
- Promote, organize, schedule, and coordinate specific activities within an instructional program in collaboration with Curriculum and Instruction team.
  Supervise and evaluate certificated and classified staff as assigned.

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KNOWLEDGE

- California Education Code.
- State Content Standards and Curriculum Frameworks.
- Guidelines and best practices related to the integration of dance, music, theater, and visual arts in academic and social emotional learning.
- Effective practices in the integration of visual and performing arts and professional development.
- Research based practices in the areas of curriculum and instructional design, planning, development, implementation, and evaluation of effective instructional programs.
- Effective instructional practices to meet the educational needs of a culturally and linguistically diverse student population.
- Integration and use of technology in the delivery of instruction; standard software applications and video-conferencing platforms.
- Principles and best practices related to educational data collection and data-driven decision making.
- Strategies to increase equity and access for all students.
- Sources of community and state support for the Visual and Performing Arts; pertinent state laws and regulations.
- Applicable laws, codes, regulations, policies, and procedures.
- District organization, operations, and objectives.

ABILITIES AND SKILLS:

- Integrate the arts into the classroom and content areas via dance, music, theater and/or visual arts; provide positive leadership.
- Engage staff and stakeholders in collaboration, team participation, creative problem-solving, conflict resolution, and group planning.
- Develop measurable goals and objectives, set priorities, and evaluate progress toward achievement.
- Exercise a high degree of judgment and utilize various strategies in working with a variety of people; model strong interpersonal skills necessary to work cooperatively and effectively with individuals and groups from diverse backgrounds.
- Communicate effectively in oral and written form.
- Plan, develop, and conduct staff development activities and training programs; effectively transmit knowledge and skills to others.
- Supervise and manage the work activities of assigned staff; develop and document processes and procedures and maintain required records; evaluate employee performance.
- Planning, and organizational techniques.
- Maintain current knowledge of visual and performing arts in the field of education.
- Lead and work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all members of diverse communities.
- Read, interpret, apply, and explain rules, regulations, policies, and procedures.
- Analyze situations accurately and adopt an effective course of action.
- Plan, organize and implement projects and grants; meet schedules and timelines.

PHYSICAL REQUIREMENTS:

Physical Abilities include the usual and customary methods of performing the job's functions and require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

Significant physical abilities include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room

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levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

WORK ENVIRONMENT:

- The work environment characteristics described are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- The noise level in the work environment is usually moderate.
- Employees in this position will be required to work indoors in a standard office environment and come in direct contact with district staff and the public.