

VAPA PARAEDUCATOR

DEFINITION:

Under general supervision and direction of the site administrator, the VAPA Paraeducator assists the teacher in arts education instruction to students in a classroom or other learning environments; provides support in the planning and preparing of VAPA standard-based curriculum, appreciation and skills. Monitoring students within the classroom and other assigned areas; implementing lessons and assisting with group and individual student instruction; collaborating with the teacher in addressing instructional and classroom issues; and responding to student inquiries for help.

QUALIFICATIONS:

Any combination of education and/or experience that provides the required Knowledge, skills and abilities to perform the essential function of the position. Additional experience, as outlined below, may be substituted for required education on a year-for-year basis. A typical combination includes:

Experience:

- Experience working in an artistic discipline.
- Experience working with TK-12 students.
- Experience in presenting workshops and/or facilitating groups.

Education:

- Equivalent to the completion of the twelfth grade.
- Two (2) or more years' experience in an art discipline domain (i.e., dance, media arts, music, theatre, and/or visual arts) preferred.
- Successful completion of District Proficiency Test

DISTINGUISHING CHARACTERISTICS:

Utilizing appropriate art media and technology, provides standards-based instruction to students enabling them to communicate ideas, images, symbols, and feelings in visual forms. Employs an array of media for expressions such as crayons, chalk, various types of paints, clay, tissue paper, yarn, etc. Employs techniques and provides opportunities for learners to recognize, identify, and utilize qualities for learners in visual work such as line, color, shape, intensity, texture, and contrast. Provides age-appropriate and standards-aligned dramatic reading and theater-like experiences that build on the listening and speaking standards set forth in the common core standards. In cooperation with classroom teachers and colleagues, provides opportunities for the development of dance group and individual and movement skills.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Duties may include, but are not limited to the following:

- Implements California VAPA standards-aligned lessons, provided by the VAPA Instructional Coach, for the purpose of improving students' VAPA appreciation and skills.
- Supports assigned students while under the supervision of the classroom teacher (e.g., dance, music, theater, visual & multi-media digital arts, etc.) for the purpose of improving students' VAPA appreciation and skills, and/or in preparation for showcasing and performance productions.
- Provide support in the planning/developing of arts education and disciplines addressed in VAPA curriculum (VAPA disciplines: dance, media arts, music, theatre, and/or visual arts).
- Maintains supplies and equipment (e.g. musical instruments, scripts, art supplies, etc.) as assigned for the purpose of ensuring availability of required materials.

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- Monitors students in a variety of educational environments (e.g., classroom, field trips, etc.) for the purpose of providing a safe and positive learning environment.
- Assist groups of students with visual and performing arts enrichment and recreational activities.
- Provide small groups and/or classroom art education instruction.
- Reinforce instruction to individual or small groups of students and children.
- Share artistic expertise and techniques with teachers and students.
- Organize materials.
- Performs other related duties as assigned as they relate to this position for the purpose of ensuring the efficient and effective functioning of the program.

KNOWLEDGE:

- Board Policies/Administrative Regulations (e.g. 4219.24) pertaining appropriate Adult/Student interactions. Common Core Standards.
- Art disciplines (i.e., dance, media arts, music, theatre, and/or visual arts).
- California Visual and Performing Arts Standards and application in a school setting.
- Positive Behavioral Intervention and Supports (PBIS).
- Classroom procedures and appropriate student conduct.
- Operation of standard office and classroom equipment.
- Oral and written communication skills.
- Interpersonal skills using tact, patience, and courtesy.

ABILITIES AND SKILLS:

- Work effectively with a wide variety of personalities and situations with students, faculty, school, and district.
- Plan, prioritize, and organize work.
- Provide appropriate, effective, and motivating learning experiences for students from a wide range of socio-economic levels and cultural backgrounds.
- Establish and maintain cooperative and effective working relationships with others.
- Effectively communicate, both orally and in writing.
- Assist with instruction and related activities in a classroom or assigned learning environment.
- Learn and apply appropriate methods, procedures, and limitations in the assigned instructional environment.
- Understand and follow oral and written directions.
- Work with a variety of classes during the school day and/or after-school expanded learning.
- Monitor, observe, and report student behavior and progress according to approved policies and procedures.
- Learn, explain, and apply applicable rules, regulations, policies, and procedures.
- Organize instructional materials.
- Perform clerical duties related to classroom activities.
- Maintain routine records.

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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, work with students who may be in chairs or desks that are low to the ground, 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 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 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 classroom setting, theater, or performing arts center. Will come in direct contact with district staff and the public.