

“Tips for Success in Districts with No Central Fine Arts Administrator”

Typical Roles of Fine Arts Directors or Supervisors:

- Team building
- Curriculum development and alignment
- Supervision and monitoring of instruction on campus
- Professional development
- Staffing (hiring, interventions, etc.) at varying levels
- Budget management (levels vary from district to district)
- Instructional support for principals and teachers
- Hopefully, input provided in development of campus master schedules
- Facilitation of district fine arts initiatives
- Liaison with other departments (Human Resources, Purchasing, Maintenance, Curriculum, Athletics, etc.)
- Advocacy
- ***And THAT’S all before 10:00 AM!***

How can these things get done without a central fine arts administrator/advocate?

I. Get Organized!

- A. Appoint, elect, or “draft” a “liaison” for elementary and secondary music strands to facilitate “job-alike” meetings and district initiatives. (This person, or persons, should attend the Texas Music Administrators Conference meetings held twice per year.) This position could possibly be rotated every couple of years. Approach the district for a small stipend for this person.
- B. Hold a “vertical” meeting with elementary, middle, and high school music faculty in the same room at the same time to get acquainted, share lessons, goals, and get on the same page for seamless transition...especially with the NEW TEKS! This will be fun as well as enlightening.
- C. Schedule periodic “after-school” job-alike meetings for sharing, mini-clinics, and strategic planning.
- D. Collaborate horizontally with other departments, including integration of curriculum.
- E. Invite principals to your meetings. (They probably won’t come, but it places you higher on their radar!)
- F. Communicate to principals or the appropriate person in Central Office about the types of professional development that your departments really need based on collaborative dialogue.
- G. Develop a central district instrument inventory (Charms or other tool).
- H. Conduct surveys with other districts relative to staffing, schedules, organizational tips, instructional strategies and best practices, etc., and share these results with your administration.

II. Get Aligned!

- A. Develop a written, sequential curriculum based on the NEW TEKS, sequentially “bundled” by grading periods to provide seamless transitions between elementary, middle, and high school.
- B. Develop a uniform vocabulary, philosophy, counting system, etc. throughout the district.
- C. Work with counselors and principals to ensure that course offerings and access to courses by students are consistent between high school and middle school campuses. This builds strength as a department, and enhances parent and community engagement and satisfaction.
- D. Schedule “district wide” fine arts events when possible
- E. Collaborate and communicate with Art, Theatre, and Dance to build strength and unity in overall Fine Arts.

III. Get the Word Out!

- A. Collaborate with the district’s community relations department to ensure that your fine arts initiatives, performance, honors, and student recognitions are recognized in the media and by the school board.
- B. Create an “alliance” of various booster club officers, e.g. a “Presidents’ Council.”
- C. Seek to develop community partnerships!
- D. Share advocacy materials with PTAs, local media, service clubs, etc. Put quotes in printed programs.

E. Say “YES!” if asked to perform for a business or community function...even if you don’t have time!

“Work hard, have fun, and take care of each other!” --Gary Kelly, CEO of Southwest Airlines