

# SNOQUALMIE VALLEY SCHOOL DISTRICT

## JOB DESCRIPTION

Job Title: **Elementary Art Teacher**  
Reports to: **Building Administrator**  
Work Year: **School Year**

FLSA Status: **Exempt**  
Classification: **Certificated-SVEA**  
Salary: **As Stated in Schedule**

**Position Summary:** The Elementary Art Teacher is a highly skilled educator dedicated to fostering artistic literacy and creative expression across two school buildings. This role works with building administrators to provide high-quality visual arts instruction that aligns with Washington State Arts Learning Standards and SVSD School Improvement Plans (SIP). The teacher focuses on the whole child by engaging all learning styles and developing essential 21st-century skills, including creativity, collaboration, and critical thinking. This position requires flexibility in managing schedules and resources across multiple sites to ensure a seamless and equitable arts experience for all students.

### **Qualifications Required:**

- Valid Washington State teaching certificate with art endorsement, or ability to obtain art endorsement within one year.
- Demonstrated knowledge of the curriculum and subject matter for the assignment.
- Demonstrated effective instructional strategies and classroom management skills.
- Demonstrated effective oral and written communication in the English language, including correct grammar and spelling usage.
- Demonstrated ability to follow the OSPI Code of Professional Conduct and District Policies and Procedures.
- Legally eligible to work for any employer in the United States of America as verified by Form I-9.
- Successful Washington State Patrol and Federal Bureau of Investigation fingerprint clearance.

### **Essential Functions and Responsibilities:**

#### **Curriculum, Instruction & Standards**

- Develops and implements lessons based on the four artistic processes: Creating, Presenting, Responding, and Connecting. Integrates Washington State Art Standards into instructional planning and lessons.
- Ensures art instruction allows students to conceive new ideas (Creating), realize artistic work (Presenting), evaluate meaning (Responding), and relate art to personal and societal contexts (Connecting).
- Develops and modifies instructional delivery to meet the individual needs and abilities of students.
- Centers instruction on high expectations for student achievement by establishing a culture for learning, providing clear communication with students, and engaging students in learning.

- Uses multiple student data elements to modify instruction and improve student learning.
- Actively connects students' culture, language, and/or life experiences to school content through Culturally Responsive Teaching.
- Encourages students to experiment with various tools and materials to represent both constructed and natural environments.

### **Assessment & Student Learning**

- Provides flexibility in assessment criteria, focusing on the creative process and the experience of making art as much as the final product.
- Designs student assessments, uses formative assessment in instruction, and maintains accurate student records.
- Provides assistance, encouragement, and guidance to individual students.

### **Classroom Environment & Culture**

- Fosters and manages a safe, positive learning environment by creating an environment of respect and rapport, managing classroom procedures, student behavior, and organizing a safe physical space for student learning.
- Enforces school rules and monitors student behavior in non-classroom settings.
- Greets students at the door to the classroom at the beginning/conclusion of the class period.

### **Arts Programming & Student Showcase**

- Organizes opportunities for students to share their work, helping them understand how sharing artwork reflects the value of the creative process.

### **Collaboration & Professional Responsibilities**

- Meets regularly with grade-level teams, other art teachers, and school leadership to align arts learning with building goals and student needs.
- Exhibits collaborative and collegial practices focused on improving instructional practice and student learning.
- Participates in staff and department meetings.
- Works cooperatively with other staff and administrators.
- Collaborates with paraeducators and volunteers for the purpose of providing an effective school program, directing the work of assigned non-certificated personnel.

### **Family & Community Engagement**

- Promotes school-wide art education and communicates student progress and the value of arts education to families.
- Communicates with families to create a partnership around student learning by providing information about the instructional program and the progress of their child(ren), including responding to parental concerns in a timely manner.

- Demonstrates and maintains positive working relationships with staff, parents, community members, businesses, organizations, and national/local professional associations.

### **Communication**

- Communicates regularly with students, families, and staff to build partnerships that support student learning and curiosity.
- Communicates and collaborates openly and effectively with students, community, staff, and administration.

### **Operations & Program Management**

- Manages instructional schedules, supplies, and classroom environments across two elementary buildings, ensuring consistent program quality. This includes managing schedules and logistics across both buildings.
- Maintains student records, including daily grades, attendance reports, and others as required.
- Uses technology for communication, presentations, training, workload management, and workshops.

### **Professional Growth**

- Stays current with emerging research in arts education and innovative instructional techniques.

### **Supervision & Duties**

- May rotate with other teachers to provide before/after school supervision of students.

### **Nonessential Skills and Experience:**

- Performs other duties as assigned. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.

### **Success Factors/Job Competencies:**

- Demonstrated ability to meet or exceed Essential Job Functions.
- Demonstrated knowledge of current research and resources related to student interventions, such as MTSS, positive behavior support systems, etc.
- Demonstrated positive attitude with the belief that each student is capable of learning and has the right and capacity to achieve personal excellence.
- Demonstrated understanding of current national, state and local education initiatives.
- Demonstrated ability to interact tactfully and positively with students, staff, parents, community, and other customers; maintain effective working relationships with a variety of people.
- Demonstrated strong initiative and self-motivation to effectively manage working at two sites.
- Demonstrated ability to act with integrity, fairness, and in an ethical manner.

- Demonstrated ability to effectively establish work priorities, and to make independent decisions.
- Demonstrated ability to work on multiple tasks simultaneously.
- Demonstrated ability to be detail oriented with excellent organizational skills.
- Demonstrated ability to be flexible and open to new ideas.
- Demonstrated ability to work effectively under pressure while maintaining a high level of productivity.
- Demonstrated ability to follow directions, yet exercise independent and appropriate judgment.
- Demonstrated ability to productively react to change.
- Demonstrated support of the value of education.
- Demonstrated support of the mission, vision and values of the District.

**Physical Demands and Work Environment:** The physical demands and work environment characteristics described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions

- *Physical Demands*—Positions in this class typically require stooping, kneeling, crouching, reaching, standing, walking, pushing, pulling, lifting, grasping, talking, hearing, seeing, repetitive movements, and quick physical transitions. May lift up to 30 lbs.; occasional sitting at computer, utilizing keyboard.
- *Work Environment*—Required to manage a wide range of student achievement and behavior; required to work with a range of student disabilities; required to remain flexible to meet students immediate needs; required to prioritize multiple tasks, may experience frequent interruptions; may occasionally interact with distraught or escalated students; appropriate instructional methods may require specific body positions and movements that require sufficient stamina and exertion; required to demonstrate physical techniques properly for student safety, or to conduct or direct students; may be required to accompany students outdoors in inclement weather; potential exposure to ordinary infectious diseases carried by students.

**Performance Standards:** The person in this position will be evaluated annually in accordance with the provisions of the District policy on evaluation of certificated employees

**Approval/Revision Date:** April 2026

**General Sign-off:** The employee is expected to adhere to all Snoqualmie Valley School District policies and procedures.