

LOWER SCHOOL ART FACULTY SEARCH

THE ALEXANDER DAWSON SCHOOL
Las Vegas, NV
adsrm.org

Start Date: August 1, 2025



PROUD TO BE A CHALLENGESUCCESS SCHOOL

Transform the Student Experience



OUR MISSION

The Alexander Dawson School at Rainbow Mountain is a nurturing learning community for students in preschool through grade eight that challenges students to achieve excellence in mind, body and character.

OUR VISION

Our graduates will be ready to achieve their individual potential, savor life and meet the challenges of the world.

DIVERSITY STATEMENT

The distinct Dawson learning environment is reflective of the diverse community that surrounds us. The celebration of differences drives the Dawson mission and unifies the school-wide focus of self and social awareness. Students benefit from working with and learning from other students and teachers who are varied in learning styles, socioeconomic backgrounds, race, religions, ideology, sexual orientation, gender identity and expression, culture and ethnicity. We are committed to creating an inclusive and welcoming learning community.

CORE VALUES

B

BELONGING

Our community exhibits empathy, integrity, humility, and kindness. We are accountable for our actions and learn deeply from others. We uplift diverse voices and build experiences that honor identity. We listen for understanding to develop and nurture purposeful partnerships.

E

ENGAGEMENT

Our community believes wonder and joy result in thoughtful and enduring learning. True to the legacy of our founder, there is no limit to what we dream, do, try, and solve. Our learners exert voice and choice during the journey toward new competencies and skills. Our commitment to evolve and take ownership of our growth reflects our engagement with lifelong learning.

A

ADVOCACY

Our community appreciates the sacrifices of others for freedom and social justice. We aspire to positively impact our school, local community, and the world. We investigate root causes, analyze solutions, connect with people in need, and are empowered activists in the problem-solving process. Dawson changemakers value global perspectives and a "Love of the Land".

R

RESILIENCE

Our community believes learning should inspire creativity, collaboration, and innovation through experiences that embrace trial and error, failing forward, an iterative mindset, and reflection. Our founder believed in "Nothing Without Labor" and a transformative student experience that requires productive struggle.



2000

Founded in
Las Vegas

118

Total
Employees

33

Campus
Acres

10

Grade
Levels

40%

Students Identify as
People of Color

38%

Employees Identify
as People of Color

\$160K

Annual Investment in
Professional
Development

577

Total
Enrollment

Mission-Driven Education

A Mission-driven educational approach is guided by a specific set of values, principles, and goals that are outlined in an independent school's Mission. This is the guiding compass for Dawson's curriculum, teaching methods, policies, and overall educational philosophy. Our education goes beyond simply imparting academic knowledge; it aims to instill specific principles, character traits, and skills in our students.

Culture

Beyond academics, Dawson's school culture fosters empathy, understanding, kindness, and a profound sense of interconnectedness. We believe that by embracing the diverse perspectives of others, we create graduates who are not only well-prepared for the challenges of an ever-changing world but are equipped with the care, compassion, resilience, and insight needed to make a positive global impact.

Inclusion & Belonging

These are the pillars that uphold our school culture. They empower students to embrace their identities, learn from one another, and collaborate to solve real-world problems. Dawson provides an environment where differences are not just accepted but valued, and where a sense of unity exists from celebrating our differences. Inclusion and belonging are the lived experiences that shape our school, enabling students to learn, grow, and thrive.

Investment in Faculty & Staff

As a non-profit, we use the charitable contributions of our community members to invest in the professional development of our faculty. We want our teachers and staff to remain at the forefront of the latest developments in their field, ensuring that their teaching practices are relevant and effective. When our teachers engage in ongoing education, they provide our students with the world-readiness skills, content knowledge, and strong connections needed for the best possible learning experiences.





Safe Learning Environment

Safety and security are a top priority of the School and one of the main reasons our families choose Dawson. We have a gated campus with 24-hour, on-site security, and our guards are a welcome and familiar presence. From physical safety and cybersecurity to mental and emotional health and wellness, our Security team continually partners with faculty, staff, and our larger community to maintain, enhance, and improve policies, procedures, and best practices. When kids feel safe at school, they can better focus on their academics, feel more engaged as community members, and experience more positive school outcomes.



Commitment to Modern Learning

Dawson's commitment to modern learning pushes the thinking about the boundaries of education and strives for outcomes that make our community and the world a better place. As a school, we have the freedom to offer students novel opportunities, ones that encompass the convergence of competencies, mindsets, and academic skills rooted in real-world applications. With powerful Project-Based Learning lessons, students tackle intellectual challenges based on real-world, authentic authentic tasks. They collaborate with other peers in person or online and receive guidance from adult mentors or experts. With our commitment to advocacy, students expand their civic responsibilities by learning about real-world tasks and experiences within the Dawson community and the world. When students are part of the problem-solving process, they acquire important skills and valuable knowledge that leads to impactful outcomes.

Redefining Success

Dawson nurtures the academic, social, and emotional development of all students. We believe all students possess unique talents, interests, curiosities, and individualized definitions of success. Academic achievement and growth matter, yet Dawson's approach also highly values the development of the social and emotional skills necessary to take on the many challenges our students will face in life. High academic achievement and a lifelong love of learning are not possible if students do not also have a sense of belonging, engagement, and well-being.

Role Overview & Responsibilities

The essential duties of this position include but are not limited to:

- Contribute to the development of a comprehensive and innovative Lower School art program.
- Develop student interest and appreciation for creative expression through visual arts.
- Build confidence and joy in art in every student
- Showcase student artwork around the campus, partner with local community organizations to highlight student artwork in competitions, and connect with local organizations to exhibit final pieces of student artwork
- Prepare and execute thoughtful, relevant units of study designed to address different learning styles
- Maintain a safe and engaging learning environment where students give one another feedback in both a respectful and helpful way
- Consistently communicate with colleagues, administrators, and families about student work, classroom projects, and/or behavior concerns.
- Collaborate with colleagues on cross-curricular projects and units of study
- Use appropriate techniques to encourage active participation
- Promote problem-solving, cooperative learning, and conflict-resolution strategies
- Structure lessons that encourage risk-taking in learning and model life-long learning
- Develop and maintain long-range and daily instructional plans
- Maintain records for progress reports and behavior documentation

Learning Environment

- Support and value social-emotional learning
- Create a student-centered, print-rich, and intentional classroom environment
- Redirect students by maintaining mutual respect and dignity
- Interact with students by making genuine connections and demonstrating warmth, care, and respect
- Convey high expectations for student achievement through visible instructional goals, activities, and interactions
- Maintain a safe and organized learning environment where student voice and ownership are encouraged and valued
- Establish effective classroom routines and maximize instructional times
- Involve students in the development of classroom norms
- Exhibit the philosophy that process has as much value as product
- Demonstrate an awareness and be responsive to student needs and behavior; employ a relational discipline approach

Planning and Instruction

- Use high-impact strategies rooted in Dawson's Core Values that effectively engage students
- Ask questions that require higher-order thinking
- Communicate focus and purpose of lessons with students in written and/or oral form
- Present activities in a logical and meaningful order
- Exhibit student work in the process of development and final product
- Engage students in the development of learning outcomes
- Provide feedback and coaching to students that are timely, specific, realistic, and relevant, and encourage goal-setting
- Modify lessons based on student needs
- Utilize multiple grouping strategies such as a balance of individual, small-group, and whole-class activities in teaching and planning
- Provide opportunities for the application and transfer of students' knowledge and skills
- Use technology to create student experiences that have transformative impacts on learning (SAMR)
- Design authentic assessments and performance tasks to measure student learning
- Use data to make informed curricular and instructional decisions

Professional Responsibilities

- Attend and actively engage in divisional and school-wide meetings
- Participate in dedicated, weekly grade-level planning and collaboration
- Critically reflect on teaching and learning and engage in the School's professional development opportunities
- Embrace cultural competency and commit to ongoing growth in the areas of diversity, equity, and inclusion
- Maintain an effective system for recording student progress where outcomes are continually monitored and assessed
- Maintain positive and caring relationships with families, communicate regularly about student progress, and is responsive to concerns
- Provide families with an ongoing window into the student experience and growth process



Preferred Candidate Profile:

Experience and Education

- Four-year degree
- Minimum three years of teaching experience with an accredited school
- Nevada teaching certificate is preferred

Benefits of Joining our Community

- Full range of benefits
- Retirement plan
- Professional development program
- Mentoring program
- Tuition assistance and child services
- Diversity, equity, inclusion, and belonging
- Wellness
- Holidays
- Lunch+
- Safety & security

Learn more at adsrm.org/employment

To Apply

Interested candidates can start the application process at adsrm.org/employment.

Questions?

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