



**Beverly Taylor Sorenson
Arts Learning Program**

*Annual Report
2021-2022*

“

“To understand that if we have to learn with each other we should also learn about each other so we can bring each other up”

— CHRISTOPER EMDIN

”

Director’s Note

The accomplishments and efforts outlined in this impact statement focus on advancing arts education, specifically, the training and preparation of current and future BTS Arts educators. Through this work, the CFA strives to create sustainable educational models that are forward-looking. The coordination of research, training, and school partnerships inform each other. All are equally important to how the CFA improves student performance and makes learning more engaging and accessible through the use of the arts, technology and flexible classrooms.

Kelby McIntyre-Martinez

*Assistant Dean for Arts Education & Community Engagement
Director, Master of Arts in Teaching – Fine Arts
Director, Endowed Beverley Taylor Sorenson Arts Learning Program
College of Fine Arts Dean’s Office
University of Utah*



Executive Summary

Professional Development Report

The College of Fine Arts (CFA) centered this year’s professional learning opportunities around ideas generated by BTS Arts educators...how can I take my classroom outside? What partners are doing projects I’m interested in? What opportunities did we miss during the peak of the pandemic? How can we connect with one another to provide more enriching experiences to our students?

Using questions such as these, our professional development team created a calendar of events to collaborate with 12 LEAs to develop and implement regional, district-wide, school-wide, and classroom specific learning opportunities.

CFA Impact

87 BTS Arts specialists

63,040 elementary students (approximate)

2,592 classroom teachers (approximate)

128 principals

University of Utah Region

Eight Partner School Districts: Canyons, Granite, Murray, Park City, Salt Lake City, Tooele, North Summit and South Summit

Four Charter Schools: Weilenmann, Canyon Rim Academy, Dual Immersion Academy, Guadalupe

U of U BTS Arts Professional Learning Experiences Calendar

Back to School Kick-off

August 2021

Focus: Onboarding new specialists with best practices in curricular planning; art-form specific gatherings with the SEEd core in mind

Confluence with the UMFA, the Utah Society for Environmental Education (USEE), and Seven Canyons Trust

September & October 2021

Focus: Outdoor learning opportunities connected to the SEEd core and specialist highlights in the UMFA ACME Lab exhibition "Confluence" featuring work by Megan Hallett (Escalante, SLCSD) as well as Jonathan Hale (Liberty Elementary, SLCSD) whose art is featured on the bridge at the Three Creeks Confluence over the Jordan River.

Winter Regional Meeting

January 2022

Focus: inclusive classrooms with a presentation by Dr. Kody Colvin (BTS Arts Principal, Hawthorne Elementary) on LGBTQIA+ affirming practices and by Dr. Angela Smith (Director of Disability Studies).

Spring Celebration

May 2022

Focus: highlighting specialists who've implemented professional learning throughout the year as well as distinguished alumni and Sorenson Legacy Award recipients



USEE Director Alex Porpora & Seven Canyons Trust
Director Brian Tonetti with BTS Arts Specialists
Photo: by Kerri Hopkins

Additional Optional Workshops:

- Masters of the Currents, an intergenerational and environmental drama workshop with UtahPresents
- Music & Autism Spectrum Disorder with Dr. Ryan Hourigan (Ball State University)
- Step & Choreography with Natosha Washington (West High)
- Art Applications for Anime made by students from Murray High and the Salt Lake Center for Science Education
- In-services for Canyon and Salt Lake City School Districts serving BTS educators and paraprofessionals
- Monthly or quarterly events coordinated by PDPs

Professional Development Goals for Next Year

- Social studies integration
- Best practices for itinerant faculty collaborations
- Ongoing art-form specific reasons

Outdoor Learning

The pandemic underscored the need for learning modalities beyond the traditional and virtual classrooms. Our U of U BTS Arts team seized the opportunity to collaborate with the Utah Museum of Fine Arts, Seven Canyons Trust, and the Utah Society for Environmental Education to provide professional development on the SEEd core standards and their potential applications outdoors.

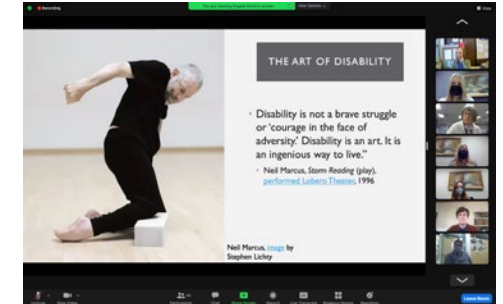
BTS educators from Canyons, Granite, Park City, and the Salt Lake City School District created journals at Three Creeks Confluence, created performance bingo (check the highlight reel on the @btsalp instagram!) and toured the ACME lab for culturally relevant applications of art centered on water.

As the CFA responds to the challenges of shifting educational modalities, we've equipped BTS educators with tools to engage students in new ways while partnering with science and environmental practitioners.



Inclusive Classrooms

In 2020-2021, the U of U BTS Arts team shared culturally responsive arts teaching resources, including a collaboration with Title VI coordinators from Salt Lake and Nebo school districts. This year, the team expanded the notion of relevant classrooms to include affirming spaces for disabled and/or LGBTQ+ students.



In our winter regional meeting, specialists worked with Dr. Kody Colvin (Hawthorne Elementary, Salt Lake City School District) and Dr. Angela Smith (Disability Studies Director, University of Utah) to consider affirming practices in the arts classroom for all students.

District In-Services

Required LETRS training for K-3 literacy impacted the regional professional development schedule and gave us a unique opportunity to create sequential workshop series for specialists in SLC schools.

Over the course of four asynchronous days, specialists explored scientific phenomena through 3D printing, cyanotypes, and found objects; community engaged artmaking strategies with Dr. Beth Krensky; a ceramics deep-dive; and a concluding celebration at the Jordan River Nature Center including somatic practices and digital animations focused on migration.

“

“I have really enjoyed these BTS U of U PDs held on our asynchronous days. They have been a good balance of time to hold conversations and “catch-up” with other arts specialists along with time to explore new art forms for ourselves—all within a relaxed atmosphere. Today’s setting at the Aviary exploring science, animation, and art was fantastic,”

— JEAN GARDNER
BTS Dance Specialist

”



Tina Misaka, Megan Hallett, and Laura Taylor working together with found objects
Photo: by Kerri Hopkins

Art Form Specific Workshops

The PDP team provides regular opportunities for specialists with shared art forms to meet in person and connect. Workshops included: step and cultural dance forms, non-pitch percussion strategies, and literature integration workshops, among others.



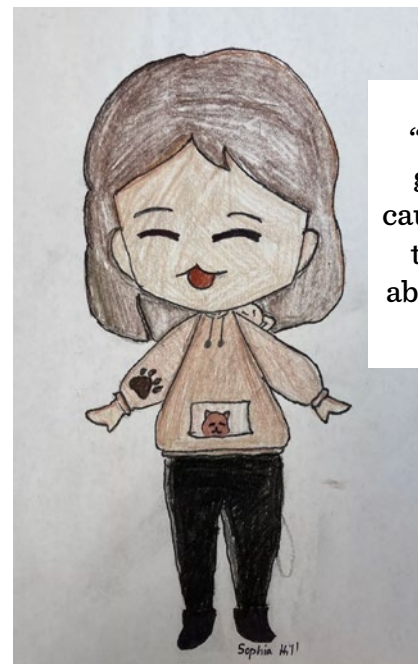
Asynchronous Learning

LEA schedules have been more full than ever and our team created asynchronous learning opportunities for specialists who were unable to attend virtual and in-person meetings.

Seniors from the Salt Lake Center for Science and Engineering and Murray High developed a presentation on anime and manga which specialists completed asynchronously.



Student work from Bonneville Elementary 5th Grade with specialist Jenny Davis



“I loved having a little more background info from the experts, because truly kids are more of an expert than I am in this and my students absolutely LOVED this project, I will do it again next year.”

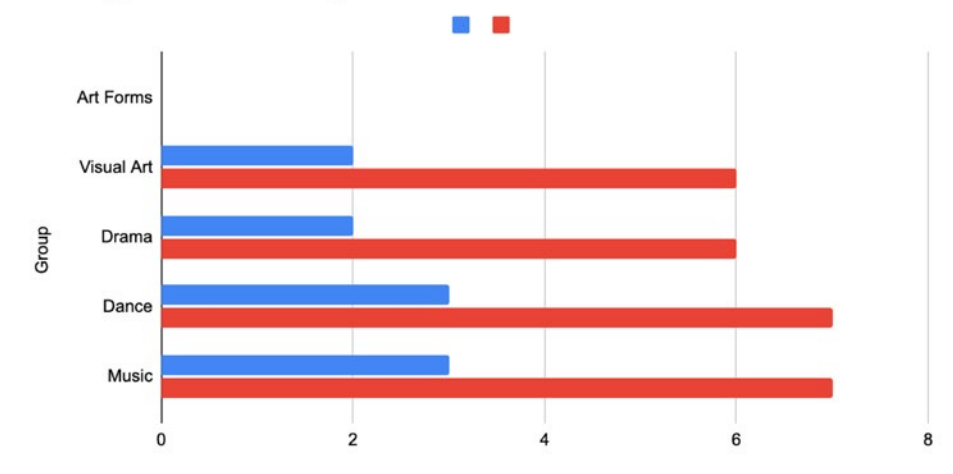
— JENNY DAVIS
BTS Visual Arts Specialist

Assessment & Impact

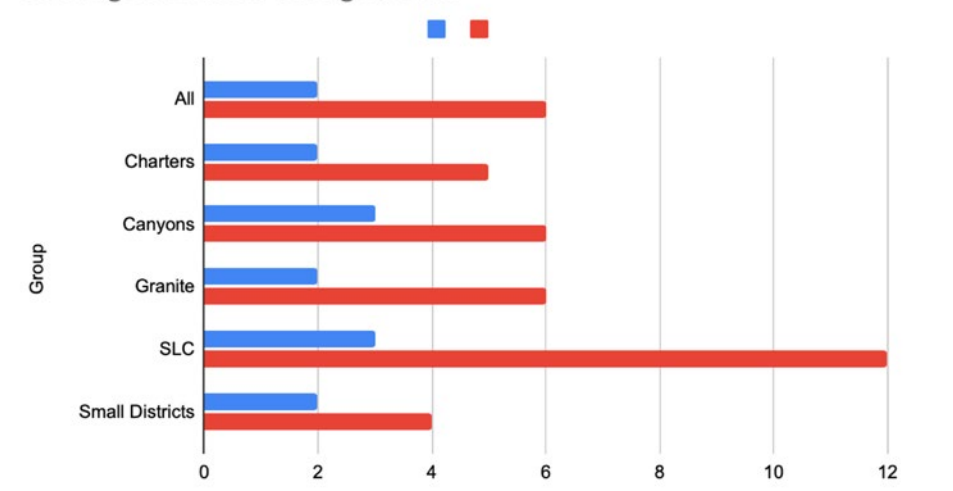
The PDP team reviewed attendance data and qualitative survey feedback at the end of the academic year. We assessed what modalities were reaching the majority of specialists for the maximum number of hours across art-forms.

Using this impact data, we worked on our 22-23 calendar to reflect the need for virtual regional meetings, in-person opportunities with PDPs in specific art-forms, and asynchronous alternatives when possible.

Average PD and Average Hours



Average PD and Average Hours



BTS Arts Endowment Report

ArtsLINK pre-service arts integration conference.

ArtsLINK remains highly impactful and popular with university students. ArtsLINK is the only pre-service arts-integrated conference in the state - setting the CFA apart from other endowed programs. On Saturday, February 26, the conference took place from 8:30-2:00 in the BTS Arts and Education Complex.

Reach/Impact: 100 students attended.

Post-conference student data indicated the following key takeaways: the learning of interactive fine arts educational activities for online/remote classrooms, the importance of inclusivity, sustained learning through active yet focused, intentional learning, and instructional procedures such as singing transitions.

“

“My music education students enjoyed the Artslink conference on Saturday. They indicated the conference was incredibly applicable to their studies as future music educators. Thank you for providing this important opportunity to our students,”

— DR. JARED RAWLINGS

“Assistant Dean McIntyre-Martinez, thanks for making ArtsLINK possible and allowing us additional opportunities to learn about teaching the arts outside of studio settings. The conference was fantastic and practical. I learned so much.”

— CFA Modern Dance BFA Student

”

ARTSLINK
THE UNIVERSITY OF UTAH



BTS Arts Fellowship

In response to the generous gift donated in December 2019 to the Beverley Taylor Sorenson Arts Learning Program Endowment in the College of Fine Arts (CFA), we would like to provide the AWFK/BTSF Board with some exciting updates. This portion of the report highlights the impact your thoughtfulness has already had on eleven undergraduate arts teaching candidates. The Endowment continues to have an impressive influence on how the CFA trains and prepares future BTS Arts specialists.

August 2020, six inaugural Endowed Fellows were placed alongside the most qualified BTS Arts educators throughout the University of Utah region. Upon graduation, these BTSALP Endowed Fellows entered Utah schools fully licensed to teach the arts at the elementary and secondary levels. One Endowed Fellow secured a BTSALP position as a Drama Specialist in Murray School District and will begin teaching in the Fall of 2022. These efforts directly support the remarkable growth and demand for this incredible program.

BTSALP Endowed Fellow and BTSALP Drama Specialist, Murray School District, Bryn Swain reflects:

My name is Bryn Swain, and I was one of the first BTSALP Endowed Fellows at the University of Utah; this fall, I will be a BTS drama specialist in the Murray School District. Being a BTSALP Endowed Fellow shaped me as a teacher. It gave me teaching experience prior to my student teaching, helped me develop classroom management and lesson planning skills, and made it my goal to be a BTS Arts specialist after graduation.

BTSALP Endowed Fellow, Chara Foster from the Modern Dance Teaching BFA Program,, prepared the following impact statement for the Board:

“I discovered how much children in elementary school enjoy moving and dancing - especially when they have a great teacher. It was incredibly impactful as an aspiring dance educator for me to work with and learn from Chara, my BTS Arts mentor teacher. I was amazed at how effectively Chara integrated science, language, culture, history, and dance. Dance is a great place to practice transferable skills to support deep learning.”

Here at the University of Utah, we continue to strive for excellence in our support and preparation of future BTS Arts specialists.

Principal’s Symposium

Collaborative work with BTS Arts Principals

Through the Endowment, the director partners with principals to conduct school-based/ site-specific research shared via the CFA’s annual Arts Education Research Symposium each January. This work and these partnerships help ensure sustainable and equitable arts education curricula/implementation models in local public schools.

January 11, 2022 in the Beverley Taylor Sorenson Arts and Education Complex, BTS Arts Principals presented their research investigations at the BTSALP Principal Symposium. The Symposium focused on integrating wellness/life skills and fine arts instruction at Rose Park, Mill Creek, and Midvale Elementary Schools. Principals from these schools presented their action research studies. Forty-six principals and district administrators attended the Symposium. The director received numerous accolades from administrators for the Symposium’s relevancy.

2022-2023 BTSALP Endowment Goals

Educator Licensure - Prepare Future BTS Arts Educators: Strategically recruit students and faculty members to support the four-year undergraduate arts education licensure program to prepare highly qualified arts educators throughout the state of Utah to support the sustainability of the BTS Arts Program.

Research: Expand partnerships with BTS Arts principals to conduct research and arts education implementation models via the Endowed BTSALP Arts Education Research Symposium to help support sustainable and equitable arts programming in Utah's public schools.

Pre-Service/Student Training: Continue implementing the ArtsLINK pre-service arts integration conference. Recruit, train, and place new BTSALP Endowed Fellows in University of Utah BTS Arts Schools.

Assessment/Impact: Assess BTSALP Endowed Fellowship placements and ArtsLINK learning outcomes.

Building Upon Beverley's Vision

The U of U BTS Arts team is excited about the robust arts educational fellowships, workshops, research symposiums, and academic programs planned for the coming year. Goal: Provide the knowledge and skills necessary to create educational content that is engaging, dynamic, and relevant; to leave a lasting impression on young people that will support inquiry-based learning for a lifetime. The CFA looks forward to engaging in this work as it continues to build upon these successes and strive to bring FY23 goals/aspirations to fruition.

