



**BEVERLEY
TAYLOR
SORENSEN**
ARTS LEARNING
PROGRAM

Beverley Taylor Sorenson Arts Learning Program (BTS Arts) Implementation Guidelines

1. Arts Educator Qualifications

Each arts educator must hold a Professional, Associate, or LEA-specific educator license as described in Utah Administrative Code [Rule R277-301](#), with the corresponding art form endorsement:

- Secondary License – arts educators must hold a Secondary Endorsement in the specific art form with the K-12 Extension*; or the art form specific Elementary Specialist Endorsement.
- Early Childhood or Elementary License – arts educators must hold an Elementary Specialist Endorsement in the specific art form.

*K-12 Extension to a 6-12 License and Endorsement – Educators with a secondary license may apply for the Fine Arts K-12 endorsement.

In the event the best available candidate does not meet one of the above criteria, Board Rule allows for some flexibility. Learn more about options for arts educator qualifications [on our website](#).

2. Contract Time/Teaching

The arts educator should be accountable for the same Local Education Agency (LEA) contract obligations as classroom teachers (e.g. before and after school contract time) and other duties as assigned. A full-time arts educator should engage in a schedule similar to a classroom teacher with prep-time accommodations for teaching multiple grade levels. Less than full-time arts educators should be pro-rated accordingly and scheduled at the school level.



3. Integration

The program provides high-quality arts instruction that integrates the arts core with Utah English Language Arts Core. The focus allows for continuity for the arts educator across all schools and grades. Arts educators must work collaboratively with classroom teachers to provide meaningful arts integrated instruction. Other content areas may be included in arts integration as determined by the arts educator and grade-level teams. Care should be taken to not overwhelm the arts educator with preparation in several content areas across all grades.

4. Collaborative Planning

Arts educators should be provided with a curriculum map for English Language Arts for each grade level at the beginning of the year. Planning time should be facilitated and supported by the school principal to allow arts educators to have ongoing collaboration with the grade-level teams.

5. Collaborative Teaching

Side-by-side instruction has shown to be the most effective method of arts integrated instruction. In this model, the arts educator and the classroom teacher work cooperatively throughout the planning and delivery of the lesson. The classroom teacher is expected to be an active participant in the arts instruction, the arts making and the arts learning during the lesson.

In the collaborative teaching model, the arts educator and grade-level teachers must collaborate on the arts integration learning experiences. The grade-level teacher participates in the arts instruction as schedules permit.

6. Teaching space

The school must provide a reasonable teaching space appropriate for the specified art form. A dedicated setting ensures that arts integration with its specific expectations, procedures and materials will be supported. When this is impossible (not just inconvenient), the arts educator must be provided with dedicated and adequate space for planning and storage as well as a means for transporting instructional tools to the classroom. As needed, classroom teachers must allow for the transformation of the classroom to become the “arts space.” This may be accomplished by having students reorganize the configuration of the room.

7. Attendance

Every student should attend the arts learning experience. Students should not be pulled from this learning for remediation or punishment. Learning in the arts gives voice and personal meaning to children. Learning in the arts opens doors of understanding for students in unique and engaging ways.

8. Scope

The fully implemented BTS Arts program should reach all K-6 students in the school on a schedule determined at the school level. Suggested models include:

- A. Rotating through each class using as many days as it takes to do so. This model provides instruction throughout the year to each student.
- B. Scheduling grade levels for blocks of time in the year for more frequent classes and still reaching all grades throughout the year. This schedule allows for more intense and sequential instruction for a specified number of weeks.
- C. A hybrid where some grades are served throughout the year and others on a more condensed schedule.

Full-time benefited positions with arts educators shared between schools are preferred. Time at a school should be determined by the proportion of the total students assigned.

9. Class Time

A class period of 45 minutes or more is preferred. Instructional time must not be less than 30 minutes (except kindergarten). Each class should have its individual scheduled time.

10. Schedule

The schedule should be created to optimize student learning. Schedulers should consider the art form, the intended learning outcomes and the benefits of continuity of instruction. Schools sharing arts educators must work cooperatively to create a schedule that allows the arts educator to spend full days at a single school. Neither time nor expense should be lost in traveling between schools during the instructional day. The principals and arts educator should consult with their university professional development partner and their LEA arts coordinator to determine the schedule, as well as planning and prep time, taking into consideration such things as holidays and early-out days. Each class is given an individual time slot in the schedule. This must be a cooperative effort to achieve

equity and meet the needs of each school. Schedules of class instruction and collaborative planning should be submitted through the USBE BTS Arts Canvas course by September 30 of each year.

11. Informances/Exhibits/Performances

- **Informances/Display**

Informances, or informal sharing of classroom learning, are an important part of instruction and a celebration of student learning. These informal events may take many forms, with audiences comprised of class members, other classes, other grade levels, parents and/or community members. These events should focus on the learning process rather than the production.

- **Performances/Exhibits**

Performances/exhibits are another way to celebrate student learning and to define excellence in front of a broad audience. While beneficial, performances/exhibits may be labor intensive. When planning, the school arts team, arts educator and others involved should consider the learning value of each aspect and spend time on items related to valuable learning outcomes. Schools should provide a venue for students to celebrate learning through performances/exhibits once per year in schools with a full-time BTS Arts educator and every other year in schools sharing an arts educator.

12. Parent/Community participation

A significant benefit of arts integrated instruction has proven to be the increased engagement of parents/caregivers. Scheduling arts activities should accommodate attendance by parents, families, community representatives and politicians.

13. School Arts Team

The School Arts Team should be established by school administration and should meet at least quarterly to address the issues of integration, scheduling, sustainability and the school improvement plan. The Arts Team should consist of representatives from administration, arts faculty, grade-level faculty, parent/caregivers, parent organizations, school community council, and where possible, the university partner. The role of the team is to ensure arts learning experiences for the students and to provide leadership and support for arts events. Schedules of Arts Team meetings should be submitted to the cooperating university by September 30 of each year.

14. Materials and supplies

Each school is responsible to provide the appropriate supplies, materials and instructional resources for arts instruction.

15. Shared Expenses

Each school and/or LEA contributes proportionally to the overall expense of the program, including technology, in accordance with the arts educator's contract. Every BTS Arts school must maintain program standards.

16. Networking

Networking is a key component of BTS Arts. The program subscribes to the philosophy that "none of us is as smart as all of us."¹ Sharing of ideas, lesson plans, instructional strategies, etc. is expected of all BTS Arts educators.

17. Professional Learning

Professional learning is essential for all stakeholder groups and is required for arts educators and classroom teachers. BTS Arts partners with universities and colleges to provide professional learning opportunities. Arts educators should attend all professional learning activities for this program organized in cooperation with the university partners. Other stakeholders, including administrators, community leaders, and parents, can be invited to participate as deemed appropriate. The main topics will be:

- Arts core
- Arts integration
- Arts assessment
- Arts leadership/advocacy

18. Advocacy

Each school will assist in advocacy efforts for the sustainability and growth of BTS Arts. Principals and arts educators should take every opportunity to advocate for the program. Types of school-based advocacy efforts can include but are not limited to:

- Inviting the community to an arts performance
- Show BTS Arts video at parent arts nights and other events
- Having students write letters to the legislative representative
- Distribute BTS Arts promotional materials
- Donating art to hang on the walls of the Capitol/USBE

- Selecting a group of students to perform for various arts influencers
- Participating in a media story highlighting the program
- Participating in school board meetings
- Displaying the BTS Arts banner
- Including the program logo on school website and printed materials
- Including a link to BTS Arts on the school website home page
- Referring to the program by name: Beverley Taylor Sorenson Arts Learning Program
- Communicating the benefits of the program through frequent blurbs in newsletters and mailings

19. Research/Evaluation

Arts educators and administrators should engage in program evaluation and research. Arts educators may design action research projects and share results with colleagues. When formal evaluation of the program is conducted by an independent outside agency, participating schools must complete the components of the evaluation tool with fidelity. Each LEA/school will report on strengths and areas for growth at the end of each year.

¹ Quote by Kenneth H. Blanchard