



Beverley Taylor Sorenson Arts Learning Program

HANDBOOK

2022 – 2023

BTS
ARTS

**BEVERLEY
TAYLOR
SORENSEN**
ARTS LEARNING
PROGRAM



Utah State
Board of
Education

Teaching
and
Learning

Contents

BEVERLEY TAYLOR SORENSON and HER VISION2

WHAT IS THE BEVERLEY TAYLOR SORENSON ARTS LEARNING PROGRAM?3

VISION of BTS Arts3

MISSION of BTS Arts3

DEFINITION of ARTS INTEGRATION4

INFRASTRUCTURE of BTS Arts4

STAKEHOLDERS of THE PROGRAM5

ROLES and RESPONSIBILITIES7

BTS Arts FUNDING: HOW IT WORKS.....20

GUIDELINES for HIRING BTS Arts PERSONNEL21

INSTRUCTIONAL SCHEDULES for ARTS EDUCATORS23

COLLABORATIVE PLANNING and INSTRUCTIONAL MODELS.....24

INSTRUCTIONAL SPACE, MATERIALS and SUPPLIES.....25

STRATEGIES for A SUCCESSFUL YEAR.....25

PROFESSIONAL LEARNING26

EVALUATING ARTS EDUCATORS and ARTS/INSTRUCTIONAL COACHES.....27

PROGRAM APPLICATION and REPORTING REQUIREMENTS27

ADVOCACY29

BTS Arts GLOSSARY31

FREQUENTLY ASKED QUESTIONS35

CONTACT INFORMATION.....38

RESOURCES42

BEVERLEY TAYLOR SORENSON and HER VISION

Throughout her life, Beverley Taylor Sorenson (1924–2013) was a tireless champion for the arts. She began developing an integrated arts teaching model in 1995 by collaborating with arts education professionals, state organizations, and higher education institutions throughout Utah. In 2008, the Utah State Legislature adopted the model, named it the Beverley Taylor Sorenson Arts Learning Program in Beverley's honor, and has since provided the funding needed to place the program in a portion of elementary schools across the state. Right up until her passing at the age of 89, Beverley was a fixture at Capitol Hill, and she committed her time and efforts to lobbying the legislature for more funding to ensure that every elementary child in Utah receives the benefits of an arts-rich education through this program.



To develop a strong and lasting foundation, Beverley and the Sorenson Legacy Foundation have committed more than \$50 million to the program, including establishing higher education programs at Brigham Young University, Southern Utah University, the University of Utah, Utah State University, Utah Tech University, Weber State University, and Westminster College to support arts learning as a key component of pre-service preparation and to provide professional learning opportunities for in-service teachers. Beverley's vision was that every elementary school student receives a high-quality arts experience as part of their elementary education.



WHAT IS THE BEVERLEY TAYLOR SORENSON ARTS LEARNING PROGRAM?

The Beverley Taylor Sorenson Arts Learning Program (BTS Arts) provides arts-integrated instruction to elementary students, effectively increasing student performance in every subject--from language arts and social studies to math and science.

BTS Arts collaborates with the Utah State Board of Education (USBE), Utah Division of Arts & Museums, Utah PTA, higher education institutions, and other community organizations to provide children across the state the arts-rich education they deserve.

The program is currently available statewide to elementary and charter schools, grades K-6. BTS Arts is funded by the Utah State Legislature, and every year the Friends of BTS Arts, an advocacy group established by the Sorenson family, lobbies Utah's elected officials to keep the program in the state's education budget.



VISION of BTS Arts

All Utah children have access to quality learning in and through the arts as an essential part of a well-rounded education.

MISSION of BTS Arts

To provide every Utah elementary school student high quality arts learning and arts integration experiences.

DEFINITION of ARTS INTEGRATION



The John F. Kennedy Center for the Performing Arts, Silverstein & Layne, 2010

INFRASTRUCTURE of BTS Arts

The Beverley Taylor Sorenson Arts Learning Program (BTS Arts) works in conjunction with several organizations. Districts or charters (known as Local Educational Agencies, or LEAs) and schools hire arts educators, and implement and facilitate the arts integration program in their schools.

The Utah State Board of Education administers the program statewide and collaborates with deans and university staff from Brigham Young University, Southern Utah University, University of Utah, Utah State University, Utah Tech University, Weber State University and Westminster College to provide professional learning for arts educators and classroom teachers.

These higher education institutions also work with the State Board of Education to manage the successful implementation of BTS Arts in their respective areas of the state. Art Works for Kids and Friends of BTS Arts work with the state legislators to provide ongoing funding through government funds and as a consultant to USBE.



STAKEHOLDERS of THE PROGRAM

Administrators/Principals facilitate the success of the program in schools.

Arts Educators collaborate with grade-level teachers to create and deliver arts-integrated instruction. Arts educators have the same LEA status and contract obligations as classroom teachers (e.g., before and after school contract time) and should serve in other duties as assigned. For example, lunch and recess duties should be similar as deemed reasonable in the schedule.

Arts Integration/Instructional Coaches (LEA coaches) implement BTS Arts across the LEA and at each BTS Arts school in accordance with LEA policies and procedures and BTS Arts grant guidelines. They are responsible for improving teacher capacity and performance through coaching and professional development while coordinating high-quality program components and supporting arts educators.

Art Works for Kids (AWFK) took root in 1995, when Beverley Taylor Sorenson established the foundation alongside her integrated arts teaching model that emphasizes collaborative teaching and planning between classroom teachers and arts educators. In the years since, thousands of classroom and arts teachers have received professional development in arts integration through the workshops sponsored by Art Works for Kids. The foundation has given millions of dollars to schools, districts, arts organizations, and universities to provide and support professional development opportunities for educators and consults with USBE.



Classroom Teachers collaborate with arts educator and participate in arts-integrated instruction.

Endowed Universities/Colleges are responsible for offering professional learning opportunities to teachers, administrators, arts educators, and pre-service students in their service areas; for providing information about effective practice and research-based strategies to inform leadership; for fostering partnerships to support arts education at the university and with LEAs; for consulting with USBE; and for conducting research. These universities have received funding for a professional position to further elementary arts education in Utah's schools.

Friends of BTS Arts is an advocacy organization created to promote the Beverley Taylor Sorenson Arts Learning Program and to ensure that Utah's school children receive the benefits of high-quality integrated arts instruction. The goal of Friends of BTS Arts is to bring this innovative program to all elementary students across the state. Schools participating



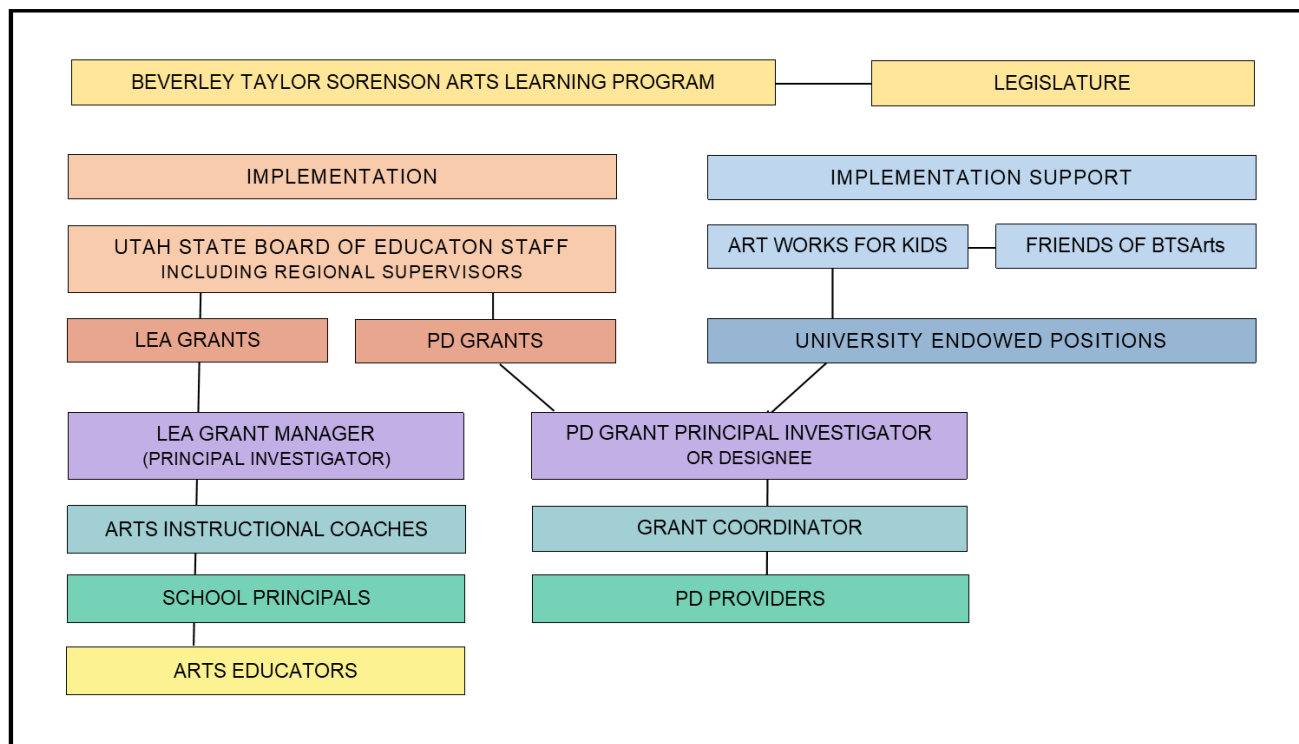
in BTS Arts are encouraged to have parents, volunteers, faculty, family, and community members sign up with their email addresses to receive advocacy updates during legislative sessions.

LEA Arts Coordinators / Grant Managers act as liaisons between USBE, the LEA and the schools for grant writing and program implementation, including arranging appropriate schedules, spaces, and other working conditions. Art integration/instructional coaches can support the arts coordinator in this role or act as the liaison in the absence of an arts coordinator. The LEA may also designate the arts coordinator as the grant manager to oversee implementation of the grant and ensure compliance and quality.

University Professional Development Providers (PDPs) have expertise in an art form and work under the direction of their endowed university and chair to provide support to individual schools; serve as a liaison between universities, LEAs, schools and USBE; provide professional learning opportunities for teachers; and give any other support for arts integrated components. PDPs may also fill additional roles in the program as defined in the grant application.

Utah State Board of Education administers the Beverley Taylor Sorenson Arts Learning Program and works in tandem with Art Works for Kids, Friends of BTS Arts, partner universities and colleges, and LEAs to administer grants to implement the program in Utah's public elementary schools.

FINANCIAL AND REPORTING CONNECTIONS



ROLES and RESPONSIBILITIES

SERVICE PROVIDERS FOR THE PROGRAM

Utah State Board of Education (USBE) administers and implements the Beverley Taylor Sorenson Arts Learning Program in public elementary schools across the State of Utah as determined by legislative statute, administrative rule, and board approval.

- Personnel:
 - Program Director
 - Program Specialists
 - Regional Supervisors
- Reports to:
 - Utah State Legislature: program administrators report to USBE
- Direct reports:
 - Grantees as determined by compliance adjustments
 - LEA grant manager
 - Professional Development Providers grant manager
 - USBE BTS Arts employees including program director, program specialists and regional supervisors
- Collaborates with:
 - Art Works for Kids, Friends of BTS Arts
 - University faculty/staff including endowed positions
 - Representatives from grantees including universities, LEAs, and schools
- Funded by:
 - State of Utah
- Roles and responsibilities:
 - Manage the implementation of BTS Arts across the State of Utah, as determined by legislative statute and administrative rule, and oversee compliance with grant requirements
 - Update all program documentation and guidelines as needed and disseminate materials to stakeholders of BTS Arts
 - Conduct, compile and connect related research and evaluation
 - Collaborate with USBE to ensure the board's vision is carried forward
 - Manage the BTS Arts grant process with LEAs and universities from the time of application through compliance and reporting

- Maintain the BTS Arts budget, and strategically deploy funding to expand programming into new LEAs and schools

Regional Support Specialists oversee grant compliance and consult with LEA representatives to improve effectiveness and compliance. Specialists may support the management and implementation of the BTS Arts program, particularly across rural LEAs, charter schools and districts as needed. Along with USBE, they are responsible for maintaining high-quality program requirements and supporting arts educators in their positions.

- Personnel:
 - One Regional Support Specialist in each of the four Regional Educational Service Agencies as needed
 - One to two Regional Support Specialists to support charter schools in the northern Utah counties, Salt Lake County, and Utah County as needed
- Reports to:
 - USBE program administrators
 - Regional Educational Service Agencies
- Direct reports:
 - Grant Manager
- Collaborates with:
 - USBE
 - University endowed positions and BTS Arts staff
 - LEA coaches and LEA leadership as requested
- Funded by:
 - USBE grant to service agency
- Roles and responsibilities:
 - Support the implementation of BTS Arts as advised by USBE and the BTS Arts guidelines to ensure quality across the program elements
 - Collaborate with LEA leaders and USBE to implement BTS Arts in districts and charters and assess annual progress
 - Facilitate and review BTS Arts grant applications, compile required reports, review the Program Assurances information, and make recommendations to USBE
 - Review individual professional development plans for each BTS Arts educator, monitor compliance, and ensure support for individual plans alongside district arts integration coaches

- Support LEAs, schools, and educators in effective implementation of BTS Arts and expansion of the program to other schools.



IMPLEMENTATION SUPPORT

Art Works for Kids (AWFK) serves to honor Beverley Taylor Sorenson's foundational legacy and to support BTS Arts as a nationally recognized, high-quality arts integration program. AWFK executes the communications strategy for BTS Arts and its stakeholders, and funds innovative programmatic elements.

- Personnel:
 - AWFK Executive Director
 - AWFK Board
- Reports to:
 - Executive director reports to the AWFK board
- Direct reports:
 - Endowed universities and positions
- Collaborates with:
 - University endowed positions
 - USBE
 - Friends of BTS Arts
 - LEAs and superintendents
 - Other external stakeholders as needed
- Funded by:
 - Foundation assets
- Roles and responsibilities:
 - Advise on the creative and strategic direction of BTS Arts
 - Collaborate with USBE, endowed universities and positions, superintendents and LEA leadership to reinforce BTS Arts supports across the state

- Manage BTS Arts and AWFK communication and marketing strategies designed to maintain and grow support in various communities throughout Utah
- Manage the BTS Arts web presence and email campaigns to disseminate research and provide regular updates on program successes, new materials and assets, and upcoming events
- Provide strategic financial support to program operations and innovative program elements, including endowments and other unique opportunities to further the reach and impact of the BTS Arts program

Friends of BTS Arts (FoBTSArts) is an advocacy organization which serves in tandem with AWFK to support BTS Arts by formally advocating to the Utah State Legislature and other entities supporting the program to ensure long-term sustainability and growth.

- Personnel:
 - FoBTSArts Executive Director
 - FoBTSArts Board
- Reports to:
 - Executive director reports to FoBTSArts board
- Direct reports:
 - NA
- Collaborates with:
 - Art Works for Kids
 - University endowed positions
 - USBE
 - LEAs and superintendents
 - Other stakeholders as needed
- Funded by:
 - Foundation assets
- Roles and responsibilities:
 - Design and execute strategies to engage influential stakeholders of BTS Arts
 - Deploy resources to support program advocacy efforts
 - Coordinate constituent outreach efforts to ensure consistent and accurate messaging about BTS Arts to Utah legislators
 - Advise on the creative and strategic direction of BTS Arts
 - Collaborate with USBE, endowed universities and positions, superintendents, and LEA leadership to reinforce BTS Arts supports across the State of Utah

- Manage BTS Arts and AWFK web presence and email campaigns to disseminate research and provide regular updates on program successes, new materials and assets, and upcoming events
- Provide strategic financial support to program operations and innovative program elements including endowments and other unique opportunities to further the reach and impact of BTS Arts

University Endowed Positions serve as the primary point of contact for endowed universities and coordinate research, institutional support, and professional development to ensure the highest quality arts and arts-integrated instruction aligned with the goals and objectives of the BTS Arts program. Endowed positions leverage campus partnerships and provide information about effective practice and research-based strategies for program improvement.

- Personnel:
 - Faculty or administrator connected to the endowment at each university
- Reports to:
 - Established reporting lines in the college receiving the endowment
 - Art Works for Kids
- Direct reports:
 - Any BTS Arts staff hired with the USBE professional development grant
- Collaborates with:
 - Art Works for Kids
 - Friends of BTS Arts
 - USBE
- Funded by:
 - Endowments established by various Sorenson foundations
- Roles and responsibilities:
 - Serve as a liaison between the universities, LEAs, and USBE
 - Execute the research and teaching obligations of the university as determined by the college receiving the endowment
 - Collaborate with university colleagues and collaborate with colleges of education and fine arts to ensure access to arts courses for pre-service students
 - Collaborate with the other endowed positions to review research and best practices for arts education
 - Provide relevant professional development to arts educators, K-6 teachers, and administrators

- Collaborate with AWFK and USBE to make recommendations for program operations
- Serve as the Principal Investigator (PI) or collaborate with the PI designated by the university to deploy funds for any BTS Arts grant awarded to the university



PROGRAM IMPLEMENTATION GRANTS

- To LEAs to hire district arts integration coaches and arts educators at the district and school level
- To designated universities to provide professional development to support BTS Arts
- For research and innovative programs and projects

LEA Grant Recipient (Grant Manager) collaborates with district leaders to propose a plan for BTS Arts funding that aligns with the LEA's vision. The Grant Manager on the grant (or designee) manages the implementation of the awarded grant for BTS Arts within the LEA and informs practices within BTS Arts school(s) in accordance with grant guidelines. The Grant Manager is responsible for maintaining high-quality program requirements and supporting arts educators.

- Reports to:
 - USBE program administrators
- Direct reports:
 - Arts integration coaches

- Principals
- Collaborates with:
 - University endowed positions and BTS Arts staff at USBE on a regular basis
- Funded by:
 - USBE (up to 80%)
- Roles and responsibilities:
 - Manage the implementation of BTS Arts at the LEA level, as advised by USBE and the BTS Arts Guidelines to ensure quality across the program elements, including:
 - Arts educator qualifications
 - Contract time / teaching time
 - Arts integration, collaborative planning, and collaborative teaching
 - Teaching space, materials, class time, and scheduling
 - School-level reach
 - Informances / exhibits / performances
 - Parent / community participation / advocacy
 - School arts teams
 - Internal networking to share best practices
 - Professional learning and development
 - Research and evaluation
 - Collaborate with USBE representatives in the program
 - Collaborate with LEA leaders and curriculum specialist to implement BTS Arts in LEAs and assess annual progress
 - Collaborate with the LEA's team of instructional coaches to coordinate existing programs and maximize the quality of instruction provided to students

LEA Arts Integration Coaches in collaboration with the Grant Manager, manage the implementation of BTS Arts across LEAs and at each BTS Arts school in accordance with LEA policies and procedures and BTS Arts grant guidelines. They are responsible for coordinating high-quality program components and supporting arts educators. (An LEA with arts integration coaches may assign the LEA arts coordinator to oversee the implementation of the grant and ensure fidelity.)

- Personnel:
 - Generally, one to four FTE coaches per LEA, determined by the size and number of schools/arts educators served (possibly one coach per art form)
 - Districts choose a coaching model and define it in their USBE grant proposal for the position according to their district arts plan. Variations to consider:

- Coaches may spend a portion of their time mentoring teachers and modeling instruction with students, and a portion of their time reporting and coordinating grant initiatives and arts programming across the district
- Licensure and endorsement for LEA coaches gives hiring priority to arts educators with leadership experience, as well as administrators and teachers with an arts integration endorsement when deemed appropriate
- Coaches oversee implementation and compliance issues with the USBE grant, identify areas for professional development and make recommendations to the university professional development providers
- Reports to:
 - LEAs
 - USBE program administrators through grant accountability
- Direct reports:
 - Arts educators
- Collaborates with:
 - University endowed positions and BTS Arts staff at USBE on a regular basis
- Funded by:
 - USBE
- Roles and responsibilities:
 - Manage the implementation of BTS Arts at the LEA level, as advised by USBE and the BTS Arts Guidelines to ensure and facilitate quality across the program elements, including:
 - Quality arts instruction and arts integration (model and mentor)
 - Instructional time and scheduling
 - Teaching space, materials, class time and scheduling
 - Arts integration, collaborative planning and collaborative teaching
 - Informances / exhibits / performances
 - Parent / community participation / advocacy
 - School arts teams
 - Internal networking to share best practices
 - Research and evaluation
 - Provide and participate in professional learning and development
 - Collaborate with USBE representatives in the program
 - Collaborate with district leaders and curriculum specialists to create a vision and a plan for arts in the district and assess annual progress

- Collaborate with the LEA's team of instructional coaches to coordinate existing programs and maximize the quality of instruction provided to students
- Facilitate elementary arts programs and projects throughout the LEA
- Coordinate professional development opportunities for teachers in the arts with university partners, and attend meetings with university partners to improve the implementation of BTS Arts and other arts programs in the LEA
- Assist the grant manager or LEA arts coordinator with the BTS Arts grant application, provide required reports, review the Principal Assurances information, and make recommendations to USBE
- Coordinate the delivery of professional development for teachers in the arts with university partners, and attend meetings with university partners to improve the implementation of BTS Arts and other arts programs in the LEA
- Support arts educators as they create individual professional development plans and collaborate to align the resources needed to support their plan, and monitor growth
- Convene meetings and provide appropriate collaboration time or professional development for teachers including mentoring
- Develop and inform teachers and parents about district expectations and policy in the arts

Principals of BTS Arts Schools provide leadership for a comprehensive, successful, and sustainable arts learning program for the students in the school; supervise the fidelity of the implementation of the program; assist advocacy efforts for the sustainability and growth of the program.

- Personnel:
 - 0.5 – 1.0 FTE per BTS Arts school (1.0 FTE per 1000 students)
- Reports to:
 - USBE grant representative
 - BTS Arts grant representative in the LEA
- Direct reports:
 - LEA district coordinator
 - LEA arts integration coach
- Collaborates with:
 - University endowed positions and BTS Arts staff
 - School arts educator
- Funded by:
 - LEA

- Roles and responsibilities:
 - Manage the implementation of BTS Arts at the school level
 - Hire a qualified arts educator designated by the standards listed in Board Rule and in collaboration with the university partner and LEA arts coordinator
 - Evaluate arts educators according to district and state policies
 - Facilitate completion of licensure and endorsements by arts educator
 - Orient and regularly review BTS Arts roles and responsibilities with faculty
 - Create scheduling that complies with grant guidelines by providing arts instruction to every student over the course of the year and adequate planning time for the arts educator, similar to that of a classroom teacher
 - When sharing the arts educator with another school, facilitate scheduling that allows the teacher to spend full days at individual schools
 - Provide appropriate teaching space, materials and supplies for art instruction
 - Ensure scheduled collaborative planning between the arts educator and grade-level teams
 - Coordinate with the university partner to provide whole school arts professional development to increase the capacity in the arts of the classroom teacher
 - Attend administrator networking and training sessions for BTS Arts
 - Promote BTS Arts events and objectives in the school community
 - Facilitate at least one informance, exhibit, or performance in the school year
 - Communicate with the university partner and USBE about the progress of the program in the school
 - Complete the school leadership portion of the program evaluation system and document successes and/or challenges
 - Facilitate the development of and participation in a school arts team to include the arts educator, grade-level teacher, parent/caregiver, and parent group representatives
 - Ensure media releases for students participating in the program. Inform the LEA arts coordinator, university partner and USBE of any students not having parental consent for media release

Arts Educators are hired and supervised by the school principal. They provide high quality arts instruction and arts-integrated learning to students in Utah's schools. They work with classroom teachers to create and deliver arts-integrated instruction. They are the primary face of the program at the school level and work to cultivate a school culture that embraces the arts.

- Personnel:
 - 0.5 – 1.0 FTE per BTS Arts school (1.0 FTE per 1000 students)
- Reports to:
 - School leadership, principal
 - LEA representative for the BTS Arts grant from USBE
- Direct reports:
 - Principal
- Collaborates with:
 - University endowed positions and BTS Arts staff
- Funded by:
 - Up to 80% USBE and 20% or more LEA/school match
- Roles and responsibilities
 - Manage the implementation of BTS Arts at the school level, as advised by the principal, arts integration coach and the BTS Arts Guidelines to ensure quality across the program elements, including:
 - Maintain qualifications outlined for Arts Educator positions
 - Collaborate with principal, faculty, LEA and regional BTS Arts personnel
 - Contract time, teaching time, and scheduling
 - Arts integration, collaborative planning, and collaborative teaching
 - Teaching space, materials, school-level reach
 - Informances / exhibits / performances
 - Advocacy / parent / community participation
 - Collaborate with school arts teams
 - Internal networking to share best practices
 - Demonstrate professional growth and participate in professional learning
 - Research and evaluation
 - Teach 30-90 - minute sessions with each class individually and assess student learning
 - Provide required components for the BTS Arts website, e.g., lesson plans, action research, teaching resources
 - Model arts core and integrated arts teaching and assessment
 - Collaborate with grade-level teams for planning integration lessons/units
 - Integrate the anchor standards and college and career readiness standards from the Utah English Language Arts Core Standards
 - Collaboratively involve the classroom teacher in the arts/integrated instructional activities
 - Attend BTS Arts professional development meetings throughout the year

- Collaborate with the principal, district arts coordinators, arts integration coaches, and university partners to explore arts professional development opportunities for the schools
- Plan informances, performances and/or exhibits to celebrate students' arts learning with the school community as the audience at least once a year
- Collaborate with other arts teachers in BTS Arts to create an accessible collection of integrated lessons and resources
- Participate in the BTS Arts evaluation, completing all components of data collection
- Serve on the school arts team to set goals and plan/support arts events
- Assist in advocacy efforts for the sustainability and growth of the program
- Serve on recess and lunch duty as deemed reasonable in the schedule

Classroom Teachers work collaboratively with the arts educator to plan instruction that integrates the arts and arts concepts with core standards in other subject areas. Ideally, the classroom teacher also teaches side-by-side with the arts educator or participates in the instruction when possible.

- Reports to:
 - School administrator
- Direct reports:
 - At least one classroom teacher per school assists the principal and arts educator to complete the yearly program Assurances
- Collaborates with:
 - School arts educator
 - Grade-level classroom teachers
- Funded by:
 - LEA
- Roles and Responsibilities
 - Provide curriculum maps and suggestions for integration to arts educator
 - Consistently collaborate with the arts educator for integrated instruction
 - Ensure every child attends the arts lessons
 - Participate in arts-integrated instruction according to the district plan
 - Incorporate arts learning in classroom instruction
 - Participate in arts-specific professional learning
 - Participate in planning and presentation of school arts events

Professional Development Grant Recipients – USBE offers grants to universities/colleges and arts agencies in the state. Invitations are extended to the seven endowed universities/colleges as well as other entities as needed to provide essential services to the program. These grants fund professional development opportunities, research or other special projects as needed.

- Personnel:
 - Each invited organization selects the Grant Manager
 - Grant Manager (or designee) oversees the implementation and reporting of the grant
 - Grant Manager may hire staff to implement the grant. The number and roles of staff vary by institution and are described in the grant application. Existing positions include grant managers and professional development providers (PDPs).
- Reports to:
 - Designated USBE BTS Arts administrators
- Direct reports:
 - Personnel hired with grant funding:
 - University faculty or administrators, including the PI on the grant
 - Managers hired to implement the grant
 - Professional development providers providing PD and mentoring
- Collaborates with:
 - USBE
 - Other Grant Managers awarded PD grants
 - LEA representatives such as LEA arts coordinators and instructional coaches
- Funded by:
 - USBE BTS Arts professional development grants
- Roles and responsibilities:
 - Provide sustained sequential professional development opportunities in the arts and in arts integration for all arts educators as designated in the USBE request for proposals
 - Professional development should include:
 - Professional development to the BTS Arts LEA instructional coaches, principals, and arts educators in the arts and in arts integration
 - Mentoring and coaching from experts in the art forms
 - Support for other arts integration components, such as collaborative teams, arts teams, informances and/or exhibits, and individualized mentoring

- Leadership training for LEA representatives and arts integration coaches to mentor and coach arts educators as a group and to build capacity through their individual professional development plans.
- Support the district or regional leaders to provide professional development opportunities
- Support attendance of BTS Arts educators at existing state and regional conferences and workshops according to individual PD plans



BTS Arts FUNDING: HOW IT WORKS

A local education agency (LEA) shall complete a program grant application (or renewal application annually, due date as determined by USBE, no later than May 1.) Applications will be distributed to all LEAs online. The Board shall grant funding priority to renewal applications and shall designate an LEA for funding no later than June 1 annually.

- Grant awards will be based on arts educators serving at least two schools (0.5 FTE per school). However, a school of over 1,000 students may qualify for a full-time arts educator. LEAs may request 0.75 FTE for schools with enrollment between 700 and 1,000. LEAs may request special consideration for very small schools or unique combinations of schools based on the LEA's long-term plan. LEAs are encouraged to pair schools of over 700 students with smaller schools and adjust the schedule accordingly.
- An LEA's grant application shall include the collaborative development of the application with its partner endowed university and School Community Council if a match comes from School Land Trust Funds.

Grant awards will fund up to 80% of the salary and benefits (loaded salary) of the arts educators. LEAs are required to provide the remaining balance of at least 20%. Grants for

an individual arts educator will be capped.

Many school community councils may use School Land Trust funds available to them as part of the required matching funds by including arts integration as part of their school improvement plan. Title I funds may also be used for the 20%, provided arts integration is outlined as a teaching strategy to improve student achievement.

LEAs shall submit complete information on exact salaries and benefits for all arts educators, instructional coaches, and/or arts coordinators employed by the LEA no later than September 30 annually.

Grant funds may not be used to supplant existing arts programs outside of BTS Arts.

Grant renewals shall receive funding priority. Priority will also be given to proposals that maximize the direct contact between the BTS Arts educator and students.

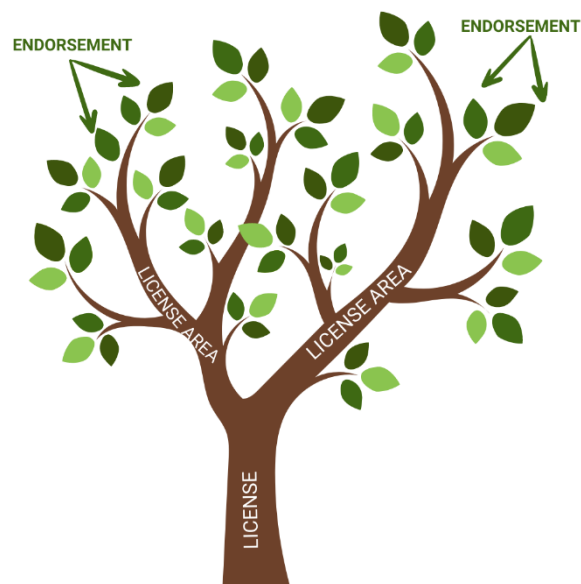
LEAs/schools benefiting from this funding will be asked to complete a brief report to show accountability for program implementation according to the Implementation Guidelines.

GUIDELINES for HIRING BTS Arts PERSONNEL

Principals, in collaboration with the university partner and LEA arts coordinator, should hire an arts educator qualified by the standards listed in Board Rule. Each educator license has a **license area**; some have an **endorsement** to indicate a specialization in a content area or set of skills. [Utah Educator Licensing \(PDF\)](#) provides an overview of the new licensing structure.

An educator license is like a tree:

1. **Trunk** is the license.
2. **Branches** are the license areas.
3. **Leaves** are the endorsements.



Licensure

Beverly Taylor Sorenson Arts Learning Program arts educators must have a professional educator license with a licensing area of Early Childhood, Elementary or Secondary. CTE and Special Education area licenses do not qualify.

Endorsements

A professional endorsement qualifies an educator to provide instruction in a specific content area or apply a specific set of skills in an education setting based on the essential educator competencies. BTS Arts educator endorsement requirements are determined by the license area they hold.

- 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.

Utah's educator endorsements were designed through the lens of educator competencies that embody the knowledge, skills, and dispositions needed to teach in a particular area of concentration. These newly designed competency-based endorsement pathway options may include university coursework, microcredentials, certification exams, and other available options for demonstrating competency. Currently, an educator may choose which endorsement route to pursue. Educators already working on an endorsement under the retiring system have until June 30, 2025, to complete the requirements.

If a candidate has completed at least 1/3 of the endorsement requirements, they may apply for an **Associate Endorsement**. They would be considered qualified and given **three years to complete the remainder of the requirements**.

Visit the USBE [endorsement web page](#) for more information.

Options for underqualified arts educators

Information on educator licensing can be found on the USBE [licensing web page](#). Candidates are encouraged to check this website frequently as rules are subject to change. Options for those needing to complete licensure are:

- Alternate Pathway to Professional Educator Licensing (APPEL) - APPEL programs are administered by local school districts, charter schools, or the Board, and prepare individuals to meet the requirements for a Utah professional license or license area of concentration. To enroll as a candidate in an APPEL program, an individual needs to be employed in a Utah school district or charter school that has a partnership with an approved APPEL program. Each APPEL program establishes its own criteria for admission and other requirements may apply.
- LEA-specific Licensure – Districts or charters may request a LEA-specific license for an educator by applying to the Utah State Board of Education.

INSTRUCTIONAL SCHEDULES for ARTS EDUCATORS

The schedule should be created to optimize student learning. Schedulers should consider the following:

- Art form
- Intended learning outcomes
- 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; appropriate transition time must be part of the schedule. This should be a cooperative effort to achieve equity and meet the needs of each school.

Principals should develop a schedule with input from their arts educator and district personnel/grant manager. The schedule should accommodate collaboration, individual planning and prep time, while also taking holidays and early-out days into consideration. Arts educators and district personnel may consult with university PDPs and arts integration/instructional coaches for additional assistance.

Schedules of class instruction and collaborative planning should be submitted to LEA BTS Arts leadership for approval by September 30 of each year.

- Arts educators are expected to teach at least 30-45 minutes with each class individually and assess student learning. Instructional time should not be less than 30 minutes, except in kindergarten.
- The Beverley Taylor Sorenson Arts Learning Program should reach all students in the school on a schedule determined at the school level. Example models include:
 - Rotating through each class, using as many days as it takes to do so. This model provides instruction throughout the year to each student.

- 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.
- 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. The percentage of time at a school should be determined by the proportion of the total students assigned.
- Each class is given an individual time slot in the schedule. Appropriate transition time must be part of the schedule.
- Every student should attend the arts learning experience. Students should not be prevented from participating in arts instruction for reasons of 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.

COLLABORATIVE PLANNING and INSTRUCTIONAL MODELS

Collaborative planning and arts-integrated teaching benefit teachers, students, and all other stakeholders within the school community. An arts-integrated curriculum increases student engagement and improves student learning while cultivating an arts-enriched and collaborative school environment. As grade level teachers recognize the benefit of the arts in their core subjects, they learn to integrate the arts into their daily instruction. The entire school community benefits as the learning engagement of both students and teachers improves.

The structure for collaborative planning must be in place to ensure each school develops instructional models according to its needs and priorities. Increased collaboration and planning between teachers and arts educators is evident in successful BTS Arts schools.

Side-by-Side Instruction has shown to be the most effective model of arts-integrated instruction and has the most positive impact on student learning. In this model, the classroom teacher works side by side with the arts educator during the arts-integration instruction. The classroom teacher reinforces the other content, while the arts educator instructs that content through the art form. The arts educator works with the grade levels to determine content for arts integration. The classroom teacher also gains valuable professional learning as he/she observes the integration of the arts.

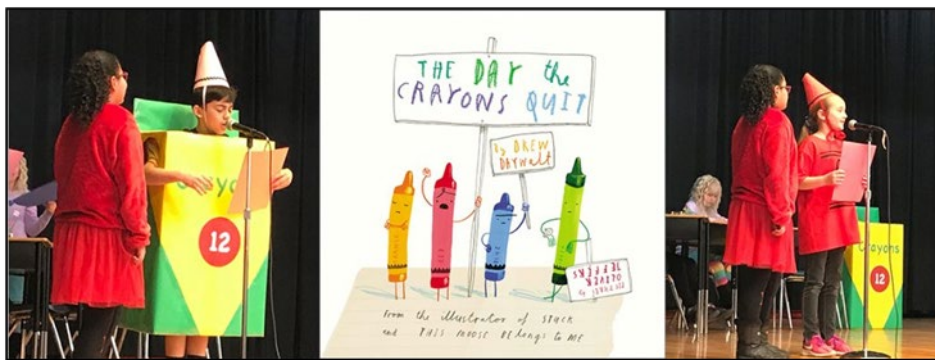
In the **Collaborative Co-Teaching** model, the classroom teacher and the arts educator plan the arts integration lessons together. The classroom teacher attends and participates with the students in the arts learning.

In the **Collaboration for Integration** model, the arts teacher and classroom teachers collaborate on the content for arts integration. The classroom teachers attend with their students when possible.

INSTRUCTIONAL SPACE, MATERIALS and SUPPLIES

Space – The school will provide a reasonable teaching space, appropriate for instruction of 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 or the room.

Materials and Supplies – Each school is responsible for providing the appropriate supplies, materials and instructional resources for arts instruction. Arts-specific materials can be provided by community donations, PTA fundraisers, and school or district allocations.



STRATEGIES for A SUCCESSFUL YEAR

Before school begins, arts educators should:

- Know the Utah Core Standards for the art form.
- Become familiar with the Utah Core Standards for each elementary grade level.
- Ask the principal and/or each grade level/team head for a curriculum map and schedule of what the classroom teachers will be teaching throughout the school year. This will assist with ideas for arts integration.

- Set up a meeting with each grade and go prepared with ideas of integrated lessons. Discuss how the classroom teacher and arts educator can support each other in teaching the concepts to students.
- Meet with the principal(s) and discuss expectations of the arts program for the year (performances for events, end-of-year performance, artwork for parent conferences, artwork for arts night, performances for board meetings, submitting lesson plans, etc.). Come prepared to share ideas for arts integration.
- Learn and implement any school-wide classroom management techniques and procedures.
- Adopt the BTS Arts lesson plan template.
- Plan classroom management procedures (seating chart template, classroom setup, warning systems, etc.).

When setting up an arts integrated lesson:

- Plan a timeline of the project. A concept does not need to be completely learned in one lesson; projects may take several lessons to complete.
- Plan the activities involved in each lesson and the time needed for each step. Consider including brain breaks and how long the students will be asked to sit still.
- Consider what supplies can be used throughout the day with different grade levels and subjects. This can save a lot of setup time, especially if teaching from a cart.
- Implement some quick assessment ideas (ticket out the door, art walks of student works and discussions, partner questioning, etc.).

Collaborative Planning and Lesson Guide Plans:

- Know the art discipline standards, get curriculum maps, and schedule collaboration meetings.
- Become familiar and comfortable with several differentiated instruction ideas, including inclusion ideas for special needs and ELL students.

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 classroom teachers, 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

Arts educators should collaborate with principals, district personnel and university partners to explore other available arts professional learning opportunities.



EVALUATING ARTS EDUCATORS and ARTS/INSTRUCTIONAL COACHES

Arts educators are hired by the LEA and are under the supervision of the principal(s). Evaluations of arts educators are to be completed by the principal or LEA designee. University Professional Development Providers (PDPs) may observe an arts educator to assess his or her understanding of the program. PDP observations are designed to give specific feedback to the arts educator regarding arts and arts-integrated instruction. These mentoring observations are not intended to be used in determining an arts educator's employment status.

Arts/Instructional Coaches are also hired by the LEA and are under the supervision of the LEA administration. Coaches should discuss with their supervisors how they will be observed and evaluated.

PROGRAM APPLICATION and REPORTING REQUIREMENTS

Participation in BTS Arts requires various types of reporting throughout the year. The following reports are required, and persons responsible are indicated.

LEA Grant Application must be completed annually. Salary projections, including benefits, are also part of the grant application. USBE will send the application form to LEAs electronically, usually in January.

- Completed by:
 - LEA, or LEA consortium
- Submitted to:
 - USBE
- Application Deadline:
 - May 1 annually, unless otherwise indicated

New School Application will be sent by USBE to LEAs if increased legislative funds become available.

- Completed by:
 - LEA, or LEA consortium
- Submitted to:
 - USBE
- Application Deadline:
 - May 1, unless otherwise indicated

Salary Verifications showing complete information of salaries, including benefits, of BTS Arts educators, coaches, regional supervisors, and must be submitted annually. USBE will send a Salary Verification form to the LEAs, usually in August.

- Completed by:
 - LEA, or LEA consortium
- Submitted to:
 - USBE
- Submission Deadline:
 - September 30 annually

Program Acceptance in response to the LEA Grant Application and/or New School Application.

- Completed by:
 - USBE
- Submitted to:
 - LEA, or LEA consortium
- Deadline:
 - June 1 annually

Arts Educator Teaching Schedule including instruction time, transition time, collaborative planning time and individual prep time must be submitted for each of the arts educator's assigned schools.

- Completed by:

- Arts educator, in collaboration with principal(s) and/or LEA arts coordinator
- Submitted to:
 - USBE and grant manager
- Submission Deadline:
 - September 30 annually

Principal Assurances reflect on the school's experience with BTS Arts during the year. USBE will send the Principal Assurances form to each school, usually in March.

- Completed by:
 - Principal, in collaboration with arts educator and at least one classroom teacher
- Submitted to:
 - USBE
- Submission Deadline:
 - April 1 annually

Endowed University Annual Program Report is required by statute for those universities receiving grant funds. This report should reflect the professional learning opportunities, research, and LEA participation for the school year.

- Completed by:
 - Endowed university lead and staff
- Submitted to:
 - USBE and Art Works for Kids
- Submission Deadline:
 - July 1 annually

Arts Team Schedule for the school year should be planned at the beginning of each year by the principal in cooperation with the arts educator and other arts team members.

ADVOCACY

Since BTS Arts is funded by the legislature, public visibility and support are critical to the reallocation of funding each year. Each school is expected to assist in advocacy efforts for the sustainability and growth of BTS Arts. Principals and arts educators, with support from the school's arts team, will collaborate with team members from the Friends of BTS Arts organization to create an advocacy plan specifically designed for the unique capabilities and resources of the school.

All BTS Arts schools, principals and arts educators are responsible for facilitating at least one informance, exhibit or performance in the school year, or every other year in shared

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

- **Informances/Display** 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 of performance skills and arts integration rather than the production or performance.
- **Performances/Exhibits** are another way to celebrate student learning and 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.
- **Parent Arts Nights** are one type of advocacy event. Most arts nights highlight the art form of BTS Arts in the school but may also include other art forms. It is suggested that each school conduct an Arts Night each year. Or in the case of schools who share an arts educator, every other year.

If the BTS Arts educator is involved in any school performances, informances, arts nights, and/or exhibits, the school should provide advance notice of specific times and dates to their university partner, Art Works for Kids, and to USBE.

Classroom teachers should contribute to the school arts events.

Additional types of school-based advocacy efforts can include but are not limited to:

- Inviting the community to an arts performance.
- Having students write letters to legislative representatives.
- Donating art to hang on the walls of the Capitol and USBE board rooms.
- Selecting a group of students to perform for various arts supporters.
- Participating in a media story highlighting the program.
- Participating in school board meetings.
- Displaying BTS Arts participation signage.
- Including the BTS Arts logo on school website and printed materials.
- Including a link to Friends of 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.

Friends of BTS Arts Advocacy Sign-Up Sheets – Principals and arts educators are encouraged to have Friends of BTS Arts sign-up sheets at performances, parent meetings, open houses, and Back to School nights to assist with the advocacy portion of the program. (See Friends of BTS Arts website for [sign-up sheets](#) in English and Spanish.) Those who sign up will receive a few emails each year about the program and to let them know when to contact their legislators to show support for the Beverley Taylor Sorenson Arts Learning Program.



BTS Arts GLOSSARY

Advocacy

BTS Arts is funded by the legislature. Its sustainability depends on a strong advocacy program led by Friends of BTS Arts.

Art discipline/art form

Schools may choose from Dance, Drama, Music, or Visual Art

Art Works for Kids

Philanthropic organization beginning in 1995 giving grants to schools, districts, universities and community arts groups for arts education

Arts Educator

The licensed and endorsed arts educator specializing in dance, drama, music or visual art. The educator must hold a secondary license with the K-12 art form endorsement or hold an elementary license with elementary specialist endorsement in the art form, or be qualified through APPEL, LEA specific, or associate license and/or endorsement. The arts integration endorsement does not qualify an educator for BTS Arts.

Arts Integration

The arts become the approach to teaching and the vehicle for learning. Students meet dual learning objectives when they engage in the creative process to explore connections between an art form and another subject area to gain deeper learning in both.

Arts Nights

Performances or exhibits scheduled with advocacy as a component

Assurances

Participating schools are required to complete the yearly implementation assurances as part of the re-application. The assurances will be sent to current schools in April and are due May 1. The assurances are in 3 parts: 1) completed by school administrator, 2) completed by BTS Arts Educator, 3) completed collaboratively by administrator, arts educator and grade-level educator.

BTS Arts

Acronym for the legislatively funded Beverley Taylor Sorenson Arts Learning Program.

Classroom Teacher

The teacher of record in the elementary classroom

Collaboration

Grade-level and arts educators working together to develop relevant arts integrated lessons and learning experiences.

Collaborative Teaching

Arts educator and classroom teacher collaboratively developing integrated lessons with both engaging in the delivery when possible

Core Standards

Learning expectations in each subject area

ELA Core

English Language Arts Core Standards (Utah Core Standards)

Endowed Programs

Institutions of higher education that have received gifts to further elementary arts education, to consult with USBE on BTS Arts, and to receive grants to provide professional learning for BTS Arts.

Friends of BTS Arts

Private foundation, a 501(c)4, that lobbies for support for BTS Arts

Informance

Informal sharing and celebration of student learning; may take many forms with audiences comprised of class members, other classes, other grade levels, parent, or others; focus on student learning rather than production

LEA

Local educational agency, i.e., district or charter

LEA Arts Coordinator

LEA designee to oversee arts education and to give and receive pertinent arts education information with the USBE. Acts as a liaison between USBE, the LEA and the schools for grant writing and program implementation, including arranging appropriate schedules, spaces, and other working conditions. Art integration/instructional coaches can support the arts coordinator in this role or act as the liaison in the absence of an arts coordinator. The LEA may also designate the arts coordinator as the Grant Manager to oversee implementation of the grant and ensure compliance and quality.

LEA Arts Integration Coaches

Collaborate with the Grant Manager on the implementation of BTS Arts at each BTS Arts school in accordance with LEA policies and procedures and BTS Arts grant guidelines. They are responsible for coordinating high-quality program components, supporting arts educators, and collaborating with the Professional Development Team on the development and delivery of learning activities.

LEA BTS Arts Grant Manager (or designee)

Manages the implementation of the awarded grant for BTS Arts within the LEA and informs practices within BTS Arts school(s) in accordance with grant guidelines and in

alignment with LEA vision. The Grant Manager is responsible for maintaining high-quality program requirements and supporting arts educators.

Lead Coordinator

University personnel given the primary responsibility for implementation of the professional development for BTS Arts

PDP

Professional Development Provider working under the direction of the lead coordinator to provide support to individual schools

Performance

A more formal presentation representing student learning

Professional Development Team

Endowed programs working with USBE to receive grants to provide professional learning and support for BTS Arts (Brigham Young University, Southern Utah University, University of Utah, Utah State University, Utah Tech University, Weber State University, and Westminster College).

Program Model

BTS Arts model consisting of four components: integrated instruction, side-by-side instruction, collaborative planning, and professional development

School Arts Team/LEA Arts Team

Team composed of administration, teachers, parents and community members with the charge to ensure an arts rich education in schools/LEAs

School Community

The school extended to all patrons it serves, e.g., business, patrons without children in the system, politicians

Side-by-Side Teaching

Arts educator and classroom teacher collaboratively developing integrated lessons with both consistently engaged in the instruction

University Partners

Endowed chairs from seven participating universities

USBE

Utah State Board of Education, who oversees BTS Arts under the direction of the state superintendent

FREQUENTLY ASKED QUESTIONS

Where can I find more information about BTS Arts?

BTS Arts [informational documents](#) like *Implementation Guidelines* and *Roles and Responsibilities* can be found on the Utah State Board of Education website. The website for Beverley Taylor Sorenson Arts Learning Program (btsarts.org) also provides advocacy information, lesson plans and other materials helpful for teachers and administrators. Each partnering university also has information for participants in their assigned region.

What is Art Works for Kids (AWFK)?

Art Works for Kids was established by Beverley Taylor Sorenson alongside her integrated arts teaching program, BTS Arts, that emphasizes collaborative teaching and planning between classroom teachers and arts educators. The foundation has given millions of dollars to schools, districts, arts organizations, and universities to provide and support professional development opportunities for educators. Thousands of classroom teachers, arts teachers and administrators have received professional development in arts integration through the workshops sponsored by Art Works for Kids.

What is Friends of BTS Arts (FoBTSArts)?

Friends of BTS Arts is an advocacy organization created to promote the Beverley Taylor Sorenson Arts Learning Program and to ensure that Utah's school children receive the benefits of high-quality integrated arts instruction. The goal of Friends of BTS Arts is to bring this innovative program to all elementary students across the state. Schools participating in BTS Arts are encouraged to have parents, volunteers, faculty, family, and community members sign up with their email addresses to receive advocacy updates during legislative sessions.

For what types of promotion/advocacy are the participating BTS Arts schools responsible?

Since BTS Arts is funded by the legislature, public visibility and support are critical to the allocation of funding each year. Legislators and decision makers should be invited to school arts events as appropriate, and in cooperation with Art Works for Kids. Schools

may be asked to provide stories and/or artwork to include in publications and/or to display in selected public places.

What is a Parent Arts Night?

Parent arts nights are one type of promotional/advocacy event. Most art nights highlight the art of BTS Arts but also include other art forms. It is suggested that each school conduct an arts night each year, and in the case of schools who share a BTS Arts educator, every other year. Schools should invite representatives from AWFK, USBE, district, and partnering university as appropriate.

To whom do BTS Arts educators report? What is the line of authority?

BTS Arts educators are directly responsible to their individual school administrator. Hiring, staff support, and remediation of the arts educator is the principal's responsibility. As with all faculty, principals are responsible for the personal growth plan of each arts educator as outlined by the Utah State Board of Education.

Who are the other leaders in the program and what do they do?

- Utah State Board of Education (USBE) staff will generate, award, and fund the grants and is responsible for the implementation of BTS Arts, and the orientation of arts educators and administrators to the program guidelines.
- Arts integration coaches or LEA arts coordinators are the liaison between USBE staff, the local education agency, or LEA, (district or charter) for grant writing and program implementation. Implementation includes arranging appropriate schedules, teaching spaces and other working conditions. Coaches provide individual mentoring and oversee the school professional development plan in the arts. Coaches also coordinate with university partners for school and district professional development opportunities according to their district arts plan.
- Partner universities provide professional development for arts educators and other school employees in the arts and arts integration. There are specified workshops, videos, webinars, and course work that are required for BTS Arts educators.

What are the qualifications to be a BTS Arts educator?

The ideal arts educator has a Professional educator license as described in Utah Administrative Code Rule R277-301, with either a K-12 art-form specific endorsement or an elementary art-form specific endorsement. If the most qualified candidate does not hold a Professional license, the hiring LEA may use their own discretion to hire someone

with an Associate or LEA-specific license and/or endorsement, and then should support that employee's continuing effort to obtain a Professional license and/or endorsement.

How does an LEA recruit quality candidates?

Traditional district/charter recruiting tools can include contacting the partner university professional development providers to help advertise positions to recent graduates. A list of suggested interview questions to aid in interviewing candidates can be found on the USBE website.

How much time does an arts educator need to spend teaching the art form and/or integrating other content areas?

BTS Arts educators are expected to teach the core standards in their art form. They are also expected to collaborate with classroom teachers to identify and implement experiences where the arts can enhance core subjects in an authentic and meaningful way. Collaboration is a fundamental principle in this program.

Why does BTS Arts require collaborative teaching and planning?

Collaborative planning and arts-integrated teaching benefit teachers, students, and all other stakeholders within the school community. Arts-integrated curriculum increases student engagement and improves student learning while cultivating an arts-enriched and collaborative school environment. As grade-level teachers recognize the benefit of the arts in their core subjects, they learn to integrate the arts into their daily instruction. The entire community benefits as the learning engagement of both students and teachers improves.

How much collaborative teaching and planning are required in the grant?

Each school has the flexibility to develop this component according to the needs of their students and faculty. The structure for collaborative planning must be in place to ensure each school develops instructional models according to those needs and other school priorities. Increased collaboration and planning time between classroom teachers and arts educators is evident in successful BTS Arts schools.

What is the benefit of having a school arts team?

A school arts team builds commitment to the arts by inviting stakeholders, including administration, teachers, parents, and other community members to participate in,

support, and promote arts opportunities. This engagement provides help for the arts educator and fosters an entire school community united in the arts. School arts teams should be created and maintained by the school administrator.

Where do we get supply money?

Schools/districts are responsible for providing space, a computer and other materials that are provided for every teacher. Arts-specific materials can be provided by community donations, PTA fundraisers, and school or district allocations. USBE occasionally has supply money available to schools through a grant. Districts will be notified to apply for a grant when funding is available.

Can I extend the contract for my BTS Arts educator for hours beyond the grant allocation? Can a school have two BTS Arts educators?

If a school chooses to hire a BTS Arts educator beyond the .5 or .75 FTE awarded to the school by the grant, any additional salary must be covered by the school/district. Any additional arts educators are funded by the school/district. A grant for this program cannot supplant an existing arts program.

CONTACT INFORMATION

Utah State Board of Education

www.schools.utah.gov



- Cathy Jensen
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Beverley Taylor Sorenson Arts Learning Program lead contact
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- Kelly Bruce Glynn
Fine Arts Specialist – Dance, Film & Media Arts, Visual Art
BTS Arts Special Projects
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- Karen Tolley
BTS Arts Program Specialist
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- Leslie Means
Office Specialist
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Art Works for Kids

artworksforkids.org

- Lisa Cluff
Executive Director
lisa@thesorensongroup.com



Brigham Young University

www.education.byu.edu/arts

- Cally Flox
CITES Assistant Director, Arts Education
Beverley Taylor Sorenson BYU ARTS Partnership Program Director
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- Alyssa Escalante Dixon
Program Coordinator
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Districts: Alpine, Carbon, Duchesne, Emery, Grand, Jordan, Juab, Nebo, North Sanpete, Provo, South Sanpete, Uintah, Wasatch

Charters: Advantage Arts, Ascent Academy-Lehi, Saratoga Springs, and West Jordan, CS Lewis Academy, Early Light Academy, Franklin Discovery Academy, Hawthorn Academy, John Hancock Charter, Moab Charter, Mountain Sunrise Academy, North Star Academy, Reagan Academy, Soldier Hollow Charter, Summit Academy, Treeside Charter, Walden School of Liberal Arts

Professional Learning Opportunities: Learning Edge Conference, Arts Express Conference, professional learning workshops throughout the year

Southern Utah University

www.suu.edu/artsfusion



- Alisa Petersen
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- Britannia Howe
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Districts: Beaver, Garfield, Iron, Millard, Piute, Sevier, Wayne

Charters: Gateway Preparatory Academy

Professional Learning Opportunities: artFusion Summer Workshops, professional learning workshops throughout the year

University of Utah

www.artsed.utah.edu/BeverleyTaylorSorenson.html



- Kelby McIntyre-Martinez
Assistant Dean for Arts Education and Community Engagement
Director of Professional Development, BTS Arts
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- Ashley Anderson
BTS Arts Education Coordinator
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Districts: Canyons, Granite, Murray, North Summit, Park City, Salt Lake City, South Summit, Tooele

Charters: Ascent Academy-West Valley, Canyon Rim Academy, Dual Immersion Academy, Endeavor Hall, Guadalupe School, Monticello-Highbury, Weilenmann School of Discovery

Professional Learning Opportunities: Arts Link, Principal Symposium, professional learning workshops throughout the year

Utah State University

<https://teal.usu.edu/arts-are-core/>



- Aurora Hughes Villa
BTS Endowed Director for Elementary Arts Education
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Districts: Box Elder, Cache, Daggett, Logan, Rich, San Juan

Charters: Bear River Charter; The Center for Creativity, Innovation & Discovery; Edith Bowen Laboratory School, Promontory School of Expeditionary Learning

Professional Learning Opportunities: Arts Are Core conference, hosts professional development workshops, hosts artist residencies and events for students with disabilities throughout the year

Utah Tech University

<https://utahtech.edu/arts-in-action/about-btsalp/>



- Jeri Crosby
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- Amy Webb
BTS Arts Professional Development Partner - Arts in Action
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Districts: Kane, Washington

Charters: George Washington Academy, Vista

Professional Learning Opportunities: Arts-Powered Teaching (APT) Conference, Summer smARTS, professional learning workshops throughout the year

Weber State University

<https://weber.edu/artslearning>



WEBER STATE
UNIVERSITY

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- Samantha Steffan
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- Erinne Roundy
Program Assistant – BTS Arts
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Districts: Davis, Ogden, Weber

Charters: Ascent Academy-Farmington, GreenWood Charter, Syracuse Arts Academy-Antelope, Syracuse Arts Academy-North

Professional Learning Opportunities – Arts Integration Conference, professional learning workshops throughout the year

Westminster College

- Rebecca Penerosa, Ph.D.
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Professional Learning Opportunities – Continuing education courses that support the Elementary Arts Integration endorsement, including international outreach programs

RESOURCES

Arts Integration: [The Kennedy Center's perspective](#)

[Art Works for Kids](#)

[Beverly Taylor Sorenson Arts Learning Program](#)

[Frequently Asked Questions](#)

[Implementation Guidelines](#)

[Roles and Responsibilities](#)

[Utah Administrative Code Rule R277-490](#): Beverley Taylor Sorenson Arts Learning Program

[Utah Code 53F-2-5-506](#): Beverley Taylor Sorenson Arts Learning Program

[USBE Educator Licensing Information](#)