

Beverley Taylor Sorenson *Arts* Learning Program



HANDBOOK

2017-2018

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With contributions from the
Beverley Taylor Sorenson Arts Learning Program Endowed Chairs
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About this Document

This document contains selections from several of the Beverley Taylor Sorenson Arts Learning Program documents. It does not replace the BTSALP Roles and Responsibilities, the Implementation Guidelines, the Frequently Asked Questions, or the Utah Code, but can be used for easy reference throughout the school year.

It is the responsibility of each stakeholder to regularly review the BTSALP Roles and Responsibilities and Implementation Guidelines.

References from the BTSALP Roles and Responsibilities, Implementation Guidelines, Frequently Asked Questions, Utah Code, and many other websites and documents can be found throughout this manual. The documents will be referenced as follows:

- R&R = Roles & Responsibilities
 - P = Principal's Section
 - AT = Arts Teacher Section
 - CT = Classroom Teacher's Section
 - The number following is the point listed in the particular section
- IG = Implementation Guidelines
- FAQ = Frequently Asked Questions

The year refers to the edition of the document. 2017 refers to the 2017-18 school-year documents, e.g., R&R.P.2, 2016; IG.3, 2017; FAQ, 2017.

Links

[Art Works for Kids Website](http://www.artworksforkids.org/)

(<http://www.artworksforkids.org/>)

[Beverley Taylor Sorenson Arts Learning Program Website](http://btsalp.com/)

(<http://btsalp.com/>)

[BTSALP FAQ](https://schools.utah.gov/file/16bc54c3-3364-40e9-978f-917fe2fedd32)

(<https://schools.utah.gov/file/16bc54c3-3364-40e9-978f-917fe2fedd32>)

[BTSALP Glossary of Terms](https://schools.utah.gov/file/ce957b64-1067-4cb3-ac69-f487dce894ac)

(<https://schools.utah.gov/file/ce957b64-1067-4cb3-ac69-f487dce894ac>)

[BTSALP Implementation Guidelines](https://schools.utah.gov/file/35a9cc72-aaaa-4e12-b1b9-fbd8de22421e)

(<https://schools.utah.gov/file/35a9cc72-aaaa-4e12-b1b9-fbd8de22421e>)

[BTSALP Roles and Responsibilities](https://schools.utah.gov/file/964bc61f-da5c-4751-a0a1-5ae583d2d534)

(<https://schools.utah.gov/file/964bc61f-da5c-4751-a0a1-5ae583d2d534>)

[BTSALP Suggested Interview Questions](https://schools.utah.gov/file/6503eeff-6805-4ac3-8771-180868637553)

(<https://schools.utah.gov/file/6503eeff-6805-4ac3-8771-180868637553>)

[Utah Administrative Code Rule R277-490, Beverley Taylor Sorenson Arts Learning Program](https://rules.utah.gov/publications/utah-adm-code/)

<https://rules.utah.gov/publications/utah-adm-code/>)

[Utah Code 53A-17a-162, Beverley Taylor Sorenson Arts Learning Program](https://le.utah.gov/xcode/Title53A/Chapter17A/53A-17a-S162.html)

(<https://le.utah.gov/xcode/Title53A/Chapter17A/53A-17a-S162.html>)

Beverley Taylor Sorenson & 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. Her objective was to enhance the social, emotional, academic, and arts learning of students in grades K-6 by integrating arts teaching and learning into core subjects.

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 on 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, Dixie State University, Southern Utah University, the University of Utah, Utah State University, Weber State University, and Westminster College to support arts learning as a key component of pre-service preparation and provide professional learning opportunities for in-service teachers.

Beverley’s vision was that every elementary school student would receive a high quality arts experience as part of his or her elementary education (BTSALP.com, 2015).

What Is the Beverley Taylor Sorenson Arts Learning Program?

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



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

The program is currently available statewide to elementary and charter schools K-6. The BTSALP is funded by the Utah State Legislature, and every year Friends for Art Works for Kids works with Utah’s elected officials to keep the program in the state’s education budget (BTSALP.com, 2015).

Mission Statement

*The mission of the Beverley Taylor Sorenson Arts Learning Program is to increase the quality and quantity of arts education for elementary students and teachers by providing funding to hire licensed arts educators, arts instructional coaches and professional development providers to provide arts instruction and arts integrated instruction as well as to coordinate arts programming in schools and districts.
(BTSALP Foundational Document, 2014)*

Infrastructure of the BTSALP

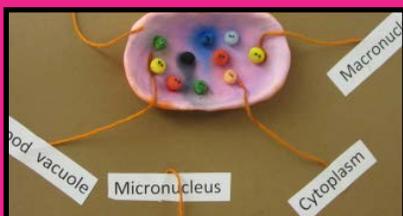
The Beverley Taylor Sorenson Arts Learning Program (BTSALP) works in conjunction with several organizations. Local educational agencies (district or charter) and schools hire specialists, and implement and facilitate the arts integration program in their schools.

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

These institutions of higher learning also work with the State Board of Education to manage the successful implementation of the Beverley Taylor Sorenson Arts Learning Program in their respective areas of the state. Art Works for Kids and Friends of Art Works for Kids work with state legislators to provide ongoing funding through government funds (BTSALP.com, 2015).



Definition of Arts Integration



Arts Integration is an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process, which connects an art form and another subject area and meets evolving objectives in both (The John F. Kennedy Center for the Performing Arts, Silverstein & Layne, 2010).

Stakeholders of the Program

Stakeholders will be referenced throughout this document according to details described in the Roles and Responsibilities, Implementation Guidelines, Utah Code, and the BTSALP Glossary.

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

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 specialists. 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 organization hosts a website with resources to support innovative ways of teaching the arts. The Foundation has given millions of dollars over nearly two decades to schools, districts, arts organizations, and universities for professional development and arts specialists (artworksforkids.org, 2015).



Arts Integration/Instructional Coaches act as liaison between the Utah State Board of Education, the district and the schools for grant writing and program implementation, including arranging appropriate schedules, spaces, and other working conditions (FAQ, 2016). Coaches provide individual mentoring and also oversee the school professional development plan in the arts. Coaches also coordinate with university partners for school-wide and district professional development workshops according to their district arts plan (FAQ, 2016). Arts integration/instructional coaches are typically employed by the school district.

Arts Specialists collaborate with grade-level teachers to create and deliver arts-integrated instruction.

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

District Arts Coordinators (DACs) act as liaisons between the Utah State Board of Education, the district or charter and the schools for grant writing and program implementation, including arranging appropriate schedules, spaces and other working conditions (FAQ). Arts integration/instructional coaches can support the DAC in this role or act as the liaison in the absence of a DAC.

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

Friends of Art Works for Kids 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 Art Works for Kids is to bring this innovative program to all elementary students across the state. Schools participating in the Beverley Tay-



lor Sorenson Arts Learning Program are encouraged to have parents, volunteers, faculty, family, and community members sign-up with their email addresses to receive advocacy updates during legislative sessions.

University Professional Development Partners (PDPs): Professional development partners 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 other support for arts integrated components.

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

BTSALP Funding: *How It Works*

- A local education agency (district or charter) shall complete a program grant application (or renewal application) annually by May 1. Applications can be accessed by contacting USBE. The Board shall grant funding priority to renewal applications and shall designate an LEA for funding no later than June 1 annually (Utah Code 40 R277-490-4, 2016).
 - LEAs in rural areas may apply for funds to employ arts coordinators in the LEA. These are intended as small stipends for educators in rural districts to help support arts education and the implementation of the BTSALP. An application shall explain how an arts coordinator will be used, consistent with the BTSALP model; what requirements an arts coordinator must meet; and what training will be provided, and by whom (Utah Code 40 R277-490-5, 2016).
 - Grant awards will be based on specialists serving at least two schools or .5 FTE per school. However, a school of over 1,000 students may qualify for a full-time specialist. LEAs are encouraged to pair schools of over 700 with smaller schools and adjust the schedule accordingly. LEAs may request .75 FTE for schools with enrollment between 750 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 (BTSALP Application, 2016).
 - 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 (Utah Code 40 R277-490-3, 2016).
- Grant awards will fund 80% of the salary and benefits (loaded salary) of the arts specialists. Local education agencies (district or charter) are required to provide the other 20%. Grants for an individual specialist will be capped (BTSALP Application, 2016).
- 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 that arts integration is outlined as a teaching strategy to improve student achievement (BTSALP Application, 2016).



- LEAs shall submit complete information on exact salaries and benefits for all specialists, instructional coaches, and/or DACs employed by the LEA no later than September 30 annually (Utah Code 40 R277-490-3, 2016).
- Grant funds may not be used to supplant existing arts programs outside of the BTSALP. (BTSALP Application, 2016).
- Grant renewals shall receive funding priority (Utah Code 40 R277-490-3, 2016). Priority will also be given to proposals that maximize the direct contact between the BTSALP arts teacher and students (BTSALP Application, 2016).
- 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 (BTSALP Application, 2016).



Guidelines for Hiring and Evaluating BTSALP Personnel

Arts Specialists Qualification Guidelines

Principals should hire an arts teacher/specialist qualified by the standards listed in Board Rule, in collaboration with the university partner and District Arts Coordinator (R&R.P.2, 2016).

- Each arts specialist must be a licensed educator with the corresponding art form endorsement. The specialist must hold one of the following (IG.1, 2017):
 - A secondary license and a K-12 endorsement in the art form, or
 - An elementary license with an elementary Level 2 art form endorsement, or
 - A secondary or elementary license and qualify for a State Approved Endorsement Plan (SAEP) in the art form, or
 - Qualification for Alternative Route to Licensure.
 - [Utah's ARL Program Description](https://schools.utah.gov/curr/licensing) is as follows (see <https://schools.utah.gov/curr/licensing>): ARL allows participants to be employed for up to three years by a Utah school district, charter school, or accredited private or parochial school while fulfilling licensure requirements. Participants must be teaching in a licensed position at the time a license is earned and issued.
- Or, qualification for Academic Pathway to Teaching (APT)
 - APT allows an individual who has a bachelor's degree or higher from a regionally accredited university to pass the appropriate Board-approved content knowledge test to apply for and receive a Level 1 APT License with an Elementary (Grades K-6) or Secondary (Grades 6-12) area of concentration. This license is valid for three school years and if the individual is not hired in a teaching position in Utah, may be renewed using the standard Level 1 renewal steps.
- In the event the best available candidate does not meet one of the above criteria, Board Rule allows for some flexibility; contact USBE Fine Arts Specialist for details (IG.1, 2017). You may also consult the Utah State

Board of Education website for licensure and endorsement information (FAQ, 2016).

- Principals may ask their district arts coordinator or university PD partner to assist with interviews for other BTSALP positions.
- Licensure and endorsement questions should be directed to USBE Fine Arts Specialist, Utah State Board of Education (FAQ, 2016).
- Out-of-State (OOS) License Review: A specialist who has a standard renewable educator license from another state should apply for a Utah Educator License by should visiting <https://schools.utah.gov/curr/licensing>.

The BTSALP specialists are hired by LEAs and report to their individual school administrator. Hiring, staff support, and remediation of specialists is the principal’s responsibility. Full-time benefited positions with specialists shared between schools are preferred

Duties of Arts Specialists

- The arts teacher should be accountable for the same LEA contract obligations as classroom teachers (e.g., before and after school contract time) and other duties as assigned (IG.2, 2017).
- Specialists should have the same status and responsibilities as the school’s classroom teachers at the school; for example, lunch and recess duties should be similar as deemed reasonable in the schedule.

Evaluations of Arts Specialists

Evaluations of specialists are to be completed by the principal or LEA designee. University professional development partners (PDPs) may observe an art specialist to assess his or her development and understanding of the program. PDP observations are designed to give specific feedback to the specialist regarding arts and integrated instruction. These mentoring-based observations are not intended to be used in determining a specialist’s employment status.

When observing a specialist, an arts integration/instructional coach/PDP should:

- Arrange times to observe the teacher or specialist and give appropriate and timely feedback.
- Offer to create lessons with the specialist. The instructional coach may model the lesson with a few of the specialist’s classes, then co-teach with the specialist and observe the specialist teaching the lesson on his or her own, then provide appropriate and timely feedback.
- Consult with an administrator and briefly explain the role of the PDP when visiting a school.



Instructional Schedules for Art Specialists

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 specialists must work cooperatively to create a schedule that allows the specialist 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 should be part of the schedule. This must be a cooperative effort in order to achieve equity and meet the needs of each school.

Principals should develop a schedule with input from their arts teachers and district arts coordinators. The schedule must accommodate collaborative/individual planning and prep time, while also taking holidays and early-out days into consideration (IG.10, 2016). Arts specialists and district arts coordinators may consult with university PDPs and arts integration/instructional coaches for additional assistance.

Schedules of class instruction and collaborative planning should be submitted to the USBE Fine Arts Specialist for approval and submitted to the cooperating university and PDP by September 30 of each year (IG.10, 2017).

- Specialists are expected to teach at least 30-45 minutes with each class, and assess student learning (R&R. AT.1, 2016). Instructional time should not be less than 30 minutes (except in kindergarten).
- The fully implemented Beverley Taylor Sorenson Arts Learning Program should reach all students in the school on a schedule determined at the school level (IG.8, 2016). Example models include:
 - Rotating through each class, using as many days as needed. This model provides instruction throughout the year to each student (IG.8, 2017).
 - Scheduling grade levels for different blocks of time in the year and reaching all grades throughout the year. This schedule allows for more intense and sequential instruction for a specified number of weeks (IG.8, 2017).
 - A hybrid where some grades are served throughout the year and others on a more condensed schedule.
- Each class is given an individual time slot in the schedule. Appropriate transition time should be part of the schedule. This must be a cooperative effort in order to achieve equity and meet the needs of each school (IG.10, 2017).
- 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. (IG.7, 2017)



Principals Are Responsible For:

- Coordinating with partner school for equitable schedule based on enrollment.
- Developing a schedule with input from the arts teachers and district arts coordinators. The schedule should accommodate collaborative planning and prep time and take holidays and early-out days into consideration (IG.10, 2016).
- Scheduling each class an individual time slot. Appropriate transition time should be part of the schedule. This must be a cooperative effort in order to achieve equity and meet the needs of each school (IG.10, 2017).
- Ensuring students attend their arts integrated lessons and are not prevented from participating in arts instruction for reasons of remediation or punishment (IG.7, 2017).
- Facilitating an arts team.



Arts Specialists Are Responsible For:

Assisting their principal, if requested, with creating a schedule to accommodate individual classes, planning and prep time, transition time, holidays, and early-out days (IG.10, 2017).

Submitting their schedules of class instruction and collaborative planning to the USBE Fine Arts Specialist, the cooperating endowed university, and the PDP by September 30 of each year (IG.10, 2017).

Classroom Teachers Are Responsible For:

- Collaboratively planning arts integration with the art specialist.
- Ensuring every child attends the arts lessons (R&R.CT.3, 2016).
- Teaching core arts standards.
- Participating in arts-integrated instruction according to district plan.

DACs Are Responsible For:

- Coordinating with the partner university for orientations, principal and teacher support, and learning opportunities (R&R.DAC.1, 2016).
- Assisting principals and arts specialists, if requested, with creating schedules which accommodate individual classes, collaborative planning and prep time, transition time, holidays, and early-out days (IG.10, 2017)

PDPs Are Responsible For:

- Providing additional support for other arts integration components, such as collaborative teams, arts teams, informances and/or exhibits, and individualized mentoring (R&R.PDP.4, 2016).

Instructional Models and Collaborative Planning

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 (FAQ, 2016).

Collaborative Planning is required to ensure fidelity to the arts core and other content core. Each school has the flexibility to develop this component to meet the above goals according to the authentic needs of their students and faculty, as well as to meet established school priorities (FAQ, 2016).

Side-By Side Instruction has shown to be the most effective method of arts integrated instruction. In this model, the arts teacher and the classroom teacher work cooperatively throughout the delivery of the lesson. The classroom teacher is expected to be an active participant in arts instruction, art making, and art learning during the lesson (IG.5, 2017).



In the **Collaborative Teaching Model**, the arts teachers and grade-level teachers must collaborate on the arts integration learning experiences. The grade-level teacher participates in the arts instruction as schedules permit (IG.5, 2017).

Principals Are Responsible For:

- Facilitating a schedule of collaborative planning between the arts teacher and the grade level teams (R&R.P.9, 2016).
 - Ensuring Utah standards are being taught in the art form and in the integrated content area
 - Ensuring the arts core supports learning in other content through reasonable integration expectations
 - Providing curriculum maps for English Language Arts and other curricular subjects as reasonable and appropriate

Arts Specialists Are Responsible For:

- Knowing the Utah Core Standards for the art form and reviewing grade level core standards
- Collaborating with grade level teams for integrated lessons/units (R&R.AT.4, 2016).
- Planning integrated lessons based on curriculum maps.
- Collaboratively involving the classroom teacher in the arts/integrated instructional activities (R&R.AT.6,

2016).

- Modeling arts core and integrated arts teaching and assessment (R&R.AT.3, 2016).
- Under the direction of the principal, planning informances, performances and/or exhibits to celebrate students' arts learning with the school community as audience at least once per year (R&R.AT.9, 2016) or every other year in shared schools (IG.11B, 2016).

Classroom Teachers Are Responsible For:

- Collaborating with the arts teacher by providing curriculum maps and suggestions for integration on a regular basis through scheduled planning and informal communication (R&R.CT.1, 2016).
- Participating fully in the collaborative arts instruction (R&R.CT.2, 2016).
- Incorporating arts learning in classroom instruction (R&R.CT.4, 2016).

PDPs Are Responsible For:

- Providing arts integration support for specialists and classroom teachers.
- Providing additional support for other arts integration components, such as collaborative teams, arts teams, informances and/or exhibits, and individualized mentoring (R&R.PDP.4, 2016).



Instructional Space, Materials and Supplies for Art Specialists

Space:

The school will provide a reasonable teaching space appropriate for the specified art form (IG.6, 2016). 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 teacher 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. (IG.6, 2016).



Materials and supplies:

- Each school is responsible for providing the appropriate supplies, materials and instructional resources for arts instruction (IG.14, 2016). Arts specific materials can be provided by community donations, PTA fund-raisers, and school or district allocations (FAQ, 2016).

Professional Learning

Principals Are Responsible For:

- Collaborating with arts specialists, DACs, university partners, classroom teachers, instructional coaches, and PDPs to explore and provide arts professional learning opportunities for each school.

Arts Specialists Are Responsible For:

- Collaborating with their principals, DACs, and university partners to explore arts professional learning opportunities for schools (R&R.AT.8, 2016).
- Attending BTSALP professional learning meetings throughout the year (R&R.AT.7, 2016). Arts teachers should attend all professional learning activities for this program organized in cooperation with the university partners (IG.17, 2017).

Classroom Teachers Are Responsible For:

Participating in arts-specific professional learning (R&R.CT.5, 2016).

Arts Integration/Instructional Coaches Are Responsible For:

Providing professional learning opportunities in arts integration for all school faculties (R&R.UPDP/IC.3, 2016).

Providing individual mentoring and overseeing the school professional learning plan in the arts. Coaches also coordinate with university partners for school wide and district professional learning workshops according to their district arts plan (FAQ, 2016).

DACs Are Responsible For:

- Coordinating with the partner university for orientations, principal and teacher support, and learning opportunities (R&R.DAC.1, 2016).
- Nurturing arts instruction in all elementary schools through professional learning opportunities and networking (R&R.DAC.4, 2016).
- Attending BTSALP professional learning meetings throughout the year (R&R.DAC.6, 2016).

University PDPs Are Responsible For:

Serving as a liaison between the universities, the LEA, the school, and the Utah State Board of Education to provide professional learning opportunities in arts integration for teachers at the school (R&R.UPDP/IC.2, 2016).

Providing professional learning opportunities in arts integration for all school faculties, including arts specialists and classroom teachers (R&R.UPDP/IC.3, 2016).

Providing individual mentoring and overseeing the school professional learning plan in the arts (FAQ, 2016).

Coordinating with university partners for school-wide and district professional learning workshops according to their district arts plan (FAQ, 2016).



Endowed Universities And Chairs Are Expected To:

- Support arts and arts-integrated preparation for pre-service teachers.
- Provide professional learning in the arts and in arts integration according to the USBE grant.
- Provide information about effective practice and research-based strategies to inform leadership decisions (according to the school and district administrator’s implementation of the grant).

Advocacy

Because the BTSALP program is funded by the legislature, public visibility and support are critical to the reallocation of funding each year. Legislators and decision makers should be invited to school arts events as appropriate. Contact Lisa Cluff, from Friends of AWFK, for help with coordinating invitations to legislators. Lisa also will request stories for inclusion in publications and collect artworks to display in selected public places (FAQ, 2016).

Each school is expected to assist in advocacy efforts for the sustainability and growth of the BTSALP. Principals and arts teachers, with support from the school’s Arts Team, will collaborate with team members from the Friends of Art Works for Kids organization to create an advocacy plan specifically designed for the unique capabilities and resources of the school (IG.18, 2016). Advance notice of specific times and dates of any school performances, informances, arts nights, and exhibits should be provided to the university partner and to USBE, especially if the BTSALP specialist is involved.



All BTSALP schools, principals, and arts specialists are responsible for facilitating at least one informance, exhibition or performance in the school year (R&R.P.13, 2016) or every other year in shared schools (IG.11B, 2017).

- Scheduling of arts activities should accommodate attendance by parents, families, community representatives and politicians (IG.12, 2017). 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 (IG.11A, 2017).
 - **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 teacher 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 promotional/advocacy event. Most arts nights often highlight the art form of the Beverley Taylor Sorenson Arts Learning Program at 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 a specialist, every other year. Please invite representatives from AWFK, your district and your partner university as appropriate (FAQ, 2016).
- Classroom teachers should contribute to school arts events (R&R.CT.6, 2016).

Additional types of school-based advocacy efforts can include but are not limited to (IG.18, 2017):

- Inviting the community to an arts performance.
- Having students write letters to the legislative representatives.
- Donating art to hang on the walls of the Capitol and in the Utah State Board of Education 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 BTSALP participation signage.
- Including the program logo on school website and printed materials.
- Including a link to Friends of Art Works for Kids 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 the newsletters and mailings.

PDPs Are Responsible For:

- Providing additional support for other arts integration components, such as collaborative teams, arts teams, informances and/or exhibits, and individualized mentoring (R&R.PDP.4, 2016).

Endowed Universities And Chairs Are Responsible For:

- Fostering partnerships to support arts education at the university and with LEA's.



Friends of Art Works for Kids Advocacy Sign-Up Sheets

Principals and arts specialists are encouraged to have Friends of Art Works for Kids 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 Art Works for Kids 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.



Strategies for a Successful Year

Before school begins:

- Know the Utah Core Standards for your art form.
- Become familiar with the Utah Core Standards for each elementary grade level.
- Ask your 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 you with coming up with ideas for arts integration.
- Set up a meeting with each grade level and go prepared with ideas of integrated lessons that you can do in your arts classroom and discuss how the grade level teachers and you can support each other with teaching the concepts to the students.
- Meet with your principal(s) and discuss the expectations of the arts program for the year (performances for events, end-of-the-year performance, artwork for parent conferences, artwork for arts night, performances for board meetings, submitting lesson plans, etc.). This will assist you with planning lessons that can be turned into informances or performances.
 - When meeting with your principal, come prepared with some ideas of what you might be able to do with the students.
 - Provide specific times and dates of any school performances, informances, arts nights, and exhibits, in advance, to your university partner and the USBE, especially if the BTSALP specialist is involved.
- Find out whether there are any school-wide classroom management techniques and procedures.

- Find a lesson plan template that works for you.
- Figure out what your classroom management procedures will be (seating chart template, classroom setup, warning system, etc.).

When setting up an arts integrated lesson:

- Plan a timeline of your project. (A concept does not need to be completely learned in one lesson; projects may take several lessons to complete.)
 - Figure out what activities you will go through in each lesson and how long they will take. Consider including some 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 you a lot of setup time, especially if you are teaching from a cart.
- Implement some quick assessment ideas (ticket out the door, art walks of student work and discussions, partner questioning, etc.).

Collaborative Planning and Lesson Plan Guides

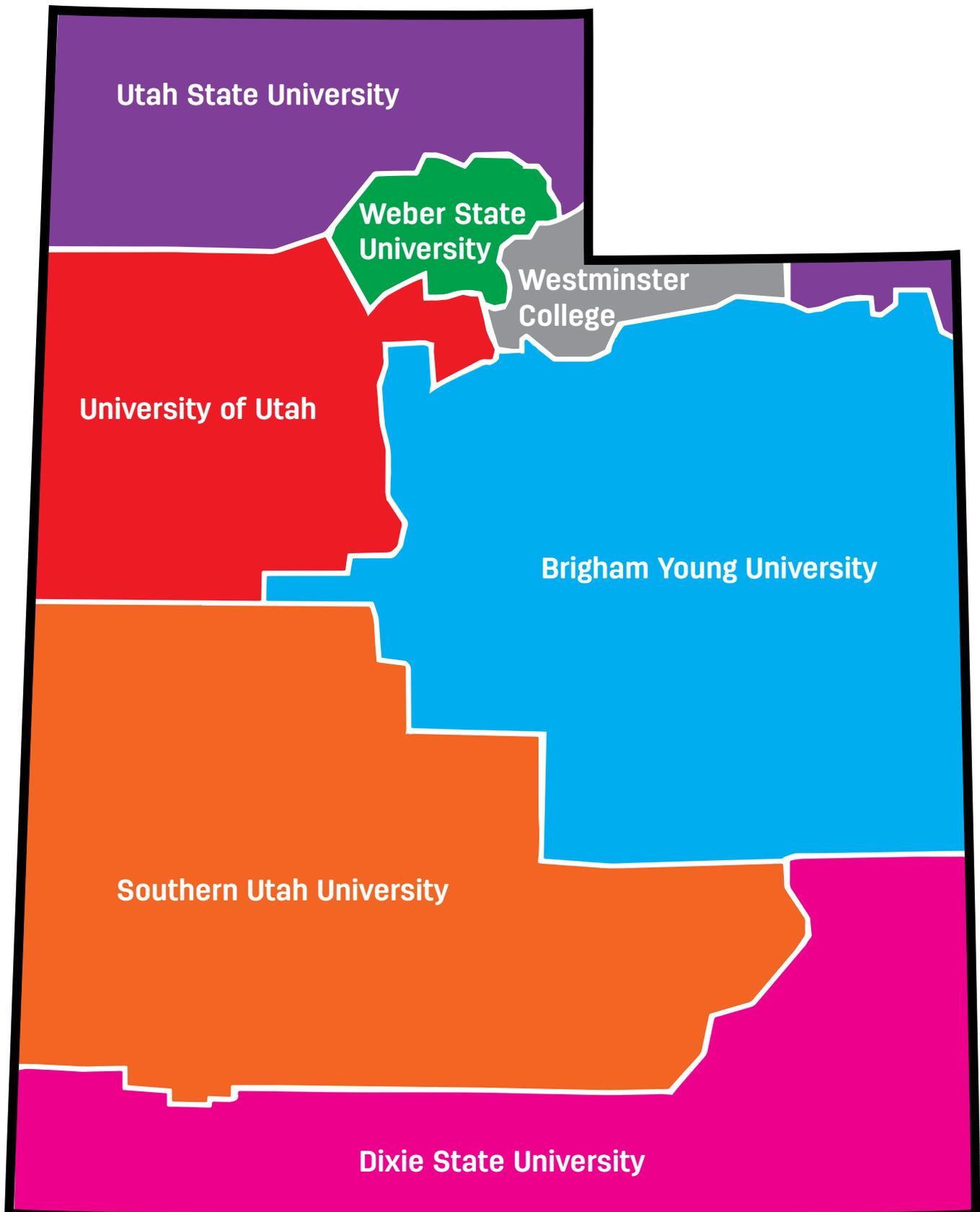
- Know your art discipline standards, get curriculum maps, and schedule meetings to collaborate.
- Become familiar and comfortable with:
 - Several differentiated instruction ideas.
 - Inclusion ideas for special needs and ELL students.



General Timeline of Events, PD, and Application Deadlines

MONTH	BTSALP STATEWIDE EVENTS <i>Regional events may be added on an individual basis.</i>
August	<ul style="list-style-type: none"> • BTSALP Specialist Orientations, determined by regions
September	<p>For other professional events see the btsalp.com calendar</p>
October	<ul style="list-style-type: none"> • Legislative visits
November	<ul style="list-style-type: none"> • Utah Dance Education Organization (UDEO) Fall Conference (1 day) • BYU’s Learning Edge Conference (1 day, Provo, UT)
December	
January	
February	<ul style="list-style-type: none"> • Friends of Art Works for Kids Arts Day on the Hill at the Utah State Capitol • Utah Music Educators Association (UMEA) Professional Development Conference (2 days, St. George, UT) • Utah Art Education Association (UAEA) Art in the Sun Conference (2 days, Hurricane, UT)
March	<ul style="list-style-type: none"> • WSU Arts Integration Conference (1 day, Ogden, UT)
April	<ul style="list-style-type: none"> • Sorenson Legacy Awards for Excellence in Arts and Education nominations due at the beginning of April (see USBE website for details)
May	<ul style="list-style-type: none"> • BTSALP Applications and Renewal Applications due by May 1 • Sorenson Legacy Awards Ceremony (by invitation)
June	<ul style="list-style-type: none"> • Board notification of BTSALP acceptance by June 1 • Principal’s orientation for the upcoming year • DSU Arts-Powered Teaching (APT) Conference (2 days, St. George, UT) • BYU Arts Express Summer Conference for Educators (2 days, Provo, UT) • SUU artsFUSION Summer Workshop for Teachers (2 days, Cedar City, UT)

2017-2018 University Service Areas



Contact Information

Utah State Board of Education

(www.schools.utah.gov)

Cathy Jensen

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Fine Arts Specialist

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Art Works for Kids and Friends of Art Works for Kids

(www.artworksforkids.org)

Lisa Cluff

Executive Director

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Brigham Young University

(education.byu.edu/arts)

Cally Flox

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Doug Allen

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2017-18 Districts: Alpine, Carbon, Duchesne, Emery, Grand, Jordan, Juab, Nebo, North Sanpete, Provo, South Sanpete, Uintah, and Wasatch

Charters: Charter schools found within physical boundaries of the above districts.

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

Dixie State University

(dixie.edu/elementary-arts-education/about-btsalp)

Jeri Crosby

BTS Endowed Chair of Elementary Arts Education

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Phone: 435-652-7843



Hayley Winslow

Professional Development Partner

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2017-18 Districts: Kane, San Juan, and Washington

Charters: Charter schools found within the physical boundaries of the above districts.

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



Southern Utah University

(www.suu.edu/artsfusion)

Alisa Petersen

BTS Endowed Chair of Art Education

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Melanie Baker

Lead PDP

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2017-18 Districts: Beaver, Garfield, Iron, Millard, Piute, Sevier, and Wayne

Charters: Charter schools found within the physical boundaries of the above districts.

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

University of Utah

(www.artsed.utah.edu/BeverleyTaylorSorenson.html)

Kelby McIntyre-Martinez

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BTSALP Program Director of Professional Development

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Trish Saccomano

Lead PDP

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2017-18 Districts: Canyons, Granite, Murray, Salt Lake, Tintic, and Tooele

Charters: Charter schools found within the physical boundaries of the above districts.

Professional Learning Opportunities: Hosts workshops throughout the year



Utah State University

(cca.usu.edu/arts_education/bts_alp)

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Director of the Arts Access Program

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2017-18 Districts: Box Elder, Cache, Daggett, Logan, and Rich

Charters: Charter schools found within the physical boundaries of the above districts.

Professional Learning Opportunities: Hosts artists residencies and events for students with disabilities throughout the year

Weber State University
(wsuartslearning.com)

Tamara Goldbogen

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Monica Pendergast

BTSALP Program Coordinator
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Phone: 801-626-6945



2017-18 Districts: Davis, Morgan, Ogden, and Weber

Charters: Charter schools found within the physical boundaries of the above districts.

Professional Learning Opportunities: Arts Integration Conference, hosts workshops throughout the year



Westminster College

Rebecca Penerosa

BTS Endowed Chair in Arts Education
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2017-18 Districts: North Summit, Park City, and South Summit



Charters: Charter schools found within the physical boundaries of the above districts and additional charters in the Salt Lake Valley.

Resources

[Academic Pathway to Teaching \(APT\)](https://schools.utah.gov/curr/licensing)

<https://schools.utah.gov/curr/licensing>

[Alternative Routes to Licensure \(ARL\)](https://schools.utah.gov/curr/licensing)

<https://schools.utah.gov/curr/licensing>

[Art Works for Kids](http://www.artworksforkids.org/)

<http://www.artworksforkids.org/>

[Beverley Taylor Sorenson Arts Learning Program](http://btsalp.com/)

<http://btsalp.com/>



[BTSALP Arts Specialist Implementation Guidelines 2016-2017](https://schools.utah.gov/file/35a9cc72-aaae-4e12-b1b9-fbd8de22421e)

<https://schools.utah.gov/file/35a9cc72-aaae-4e12-b1b9-fbd8de22421e>

[Beverley Taylor Sorenson Arts Learning Program Frequently Asked Questions](https://schools.utah.gov/file/16bc54c3-3364-40e9-978f-917fe2fedd32)

<https://schools.utah.gov/file/16bc54c3-3364-40e9-978f-917fe2fedd32>

[Beverley Taylor Sorenson Arts Learning Program Glossary of Terms](https://schools.utah.gov/file/ce957b64-1067-4cb3-ac69-f487dce894ac)

<https://schools.utah.gov/file/ce957b64-1067-4cb3-ac69-f487dce894ac>

[Beverley Taylor Sorenson Arts Learning Program Roles and Responsibilities 2016-2017](https://schools.utah.gov/file/964bc61f-da5c-4751-a0a1-5ae583d2d534)

<https://schools.utah.gov/file/964bc61f-da5c-4751-a0a1-5ae583d2d534>

[Friends of Art Works for Kids](http://friends.artworksforkids.org/)

<http://friends.artworksforkids.org/>

[Silverstein, L.B., & Layne, S. \(2010\). "What is Arts Integration?"](http://education.kennedy-center.org//education/partners/AIdefinitionhandout.pdf)

<http://education.kennedy-center.org//education/partners/AIdefinitionhandout.pdf>

[Utah Administrative Code Rule R277-490. \(2016\). Beverley Taylor Sorenson Elementary Arts Learning Program \(BTSALP\)](https://rules.utah.gov/publications/utah-adm-code/)

<https://rules.utah.gov/publications/utah-adm-code/>

[Utah Code 53A-17a-162. \(2016\). Beverley Taylor Sorenson Elementary Arts Learning Program](https://le.utah.gov/xcode/Title53A/Chapter17A/53A-17a-S162.html)

<https://le.utah.gov/xcode/Title53A/Chapter17A/53A-17a-S162.html>



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