



Student self-portraits, North Star Elementary,
Salt Lake City School District

**Beverly Taylor Sorenson
Arts Learning Program**

*Annual Report
2022-2023*



College of Fine Arts
THE UNIVERSITY OF UTAH

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“The role of the art teacher in schools is to inspire and teach students to create. But beyond the obvious, we are also advocates, unifiers, validators, and barrier breakers. The arts bridge content areas. They reconceptualize the world and reinterpret it.”

—*Liz Byron, Art For All*

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Director’s Note

The University of Utah, College of Fine Arts Beverley Taylor Sorenson Arts Learning Program (BTSALP) immerses the committed educator into professional development experiences rooted in best practices that can support a rewarding career in arts education. Our passionate Professional Development team and world-renowned faculty provide exciting, relevant teaching and learning experiences that are genuinely invigorating and impactful for our teachers, educational leaders, and elementary and university students.

We hope you enjoy reading about our accomplishments and efforts outlined in the annual report as much as the University of Utah’s arts education team enjoyed designing and implementing them alongside partner schools, districts, and educational leaders. The University of Utah remains focused on our commitment to excellence in research and teaching as we build sustainable and impactful arts education programs that enhance lives, student learning, and quality educational experiences.

Kelby McIntyre-Martinez

*Associate Dean for Arts Education & Community Engagement
Director, Endowed Beverley Taylor Sorenson Arts Learning Program
Director, Master of Arts in Teaching – Fine Arts
College of Fine Arts Dean’s Office
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BTS Arts Professional Development Executive Summary

The College of Fine Arts (CFA) centered this year's professional development opportunities around ideas generated by BTS Arts educators. Professional development emphasized the elementary fine arts, social studies, and science Utah core standards. The University of Utah's Professional Development Partners (PDPs) provided regional, district-wide, school, and classroom support to 130 Local Education Agencies (LEAs).

CFA Impact

89 BTS Arts specialists

64,000 elementary students, approximate

2,590 classroom teachers, approximate

130 principals

Professional Development Provided – Direct Services:

- Before the May 2023 regional meeting, the University of Utah Professional Development team provided **726 hours** of professional development support.
- Dance: **124 hours** of service (9.5-hour average).
- Drama: **79 hours** of service (7-hour average).
- Music: **152 hours** of service (8-hour average).
- Visual Art: **361 hours** of service (7.5-hour average).
- Classroom educators and other external groups had an **extra 10 hours** of service.
- Salt Lake City School District BTS Arts specialists participated in the **highest number of professional development hours** (15 hour average due to in-service days).

University of Utah Region

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

Six Charter Schools: Ascent Academy in West Valley, Canyon Rim Academy, Dual Immersion Academy, Endeavor Hall, Guadalupe, and Weilenmann School for Discovery



Majestic Arts Academy
5th grade student
Animal Habitats
Photo: Todd Collins

University of Utah Regional Professional Development Experiences

Back to School Kick-off

August 2022

Focus: Social Studies and Literature Integration-with a particular focus on collaboration with school librarians

Guest Presenters: Beth Tanner, Wasatch Elementary Librarian, Salt Lake City School District, and Penny Caywood, Youth Theatre at the U, University of Utah

Winter Regional Meeting

January 2023

Focus: Sequential lesson planning within the SEEd core presented by peer specialists. Best practices for Art Nights and INFORMances

Spring Celebration

May 2023

Focus: Specialists shared with the region how they implemented and assessed professional development methods throughout the school year.

Highlights: Student-art vending machine (Liberty Elementary, Salt Lake City School District), Instrument Petting Zoo (Peruvian Park Elementary, Canyons School District), Stop Motion Animations, and Media Literacy Projects: foci – photosynthesis, states of matter, and storytelling (Longview, Parkside, Arcadia, and Robert Frost, Granite School District, Beacon Heights, & Escalante, Salt Lake City School District), and collaboration with Title VI coordinators (Eastwood Elementary, Granite School District)



Teacher Professional Development – Theatre, Visual Art, and English Language Arts Integration
Photo: Todd Collins

Articulation of Arts Integrated Learning in K-6 Classrooms

University of Utah's Professional Development Partner, Kerri Hopkins, provided onsite professional development support and model teaching in Stop Motion Animation at six partner BTS Arts schools. Elementary students and BTS Arts specialists brought Science and English Language Arts learning standards to life through media.

Photos by Kerri Hopkins



Jonathan Hale shares the art vending machine with BTS Arts teachers to inspire student and family engagement at the school level.

Photos by Jonathan Hale

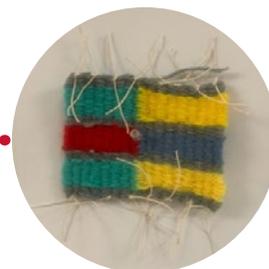
Eastwood Elementary, Granite School District American Indian Art & Culture Unit-Partnership with the USBE's Title VI: American Indian Education Program

Photos by Trish Saccomano



Kindergarten – 5th Grade students painted rugs inspired by traditional Navajo rugs

5th Grade Weaving String & Yarn
Students created weaving patterns with yarn to go along with the acrylic-painted rugs. Students learned under the guidance of Rose Jakub, Culture Bearer.



In-Service Partnerships with LEAs



Principal Casey Pickett, Windridge Elementary, Davis School District, joins a tableaux alongside her classroom teachers during a BTS Arts faculty training.

Davis School District: Per principal request, BTS instructional staff in the neighboring Davis School District participated in an assessment workshop with the University of Utah's Professional Development Team.

Salt Lake City School District: While K-3 teachers across the state have engaged in LETRS training, the University of Utah's Professional Development Team designed arts-integrated learning opportunities with the Utah Museum of Fine Arts (UMFA), the Book Arts Program, Saltgrass Studios, and the Salt Lake City Public Library Creative Lab for BTS Arts specialists. Over three asynchronous learning days, BTS Arts specialists explored the UMFA exhibit *Air* and data-based art-making; a printmaking primer with Saltgrass artists Sandy Brunvand & Stefanie Dykes; and somatic practice, Zine-making, and Creative Lab tools.

Additional Professional Development Experiences Provided by the University of Utah:

- Dance Integration with Holly Burton (Granite School District)
- Ballet Folklorico with Angie Garrido Cardenas (Jordan School District)
- Ceramics with Emily Pierce (Salt Lake Center for Science Education at Bryant Middle School, Salt Lake City School District)
- Drama Dice & Peer Share (Canyons School District)
- In-service for Murray School District's new BTS Arts specialists
- Monthly and quarterly professional development events were coordinated by Professional Development Partners across art-forms.
- Asynchronous learning opportunities focused on dance and engineering, anime and manga, Framework Arts film series, and informances best practices.
- Support for specialists and PDPs to attend professional arts conferences such as UAEA and UMEA. BTS Art specialist Paul Heath and U of U Professional Development Team members presented at UAEA.
- Per principal request, the University of Utah's Professional Development Team supported the design and implementation of community art nights and informances across the region.

Maestra Garrido leads BTS Arts teachers in a Dia de Muertos BTS Professional Development Culturally Relevant Teaching Experience at Tanner Dance.
Photo: Kelby M. Martinez



Literature Integration

Each of our virtual regional meetings featured different topics. Still, our Professional Development Team provided specialists' springboards from the literature following the meeting as a chance to offer follow-up in-person professional development support in individual classrooms.

After the fall meeting focused on Social Studies integration and collaboration with itinerant staff, specialists were given a library of picture books, graphic novels, and middle-grade novels aligned with core standards.

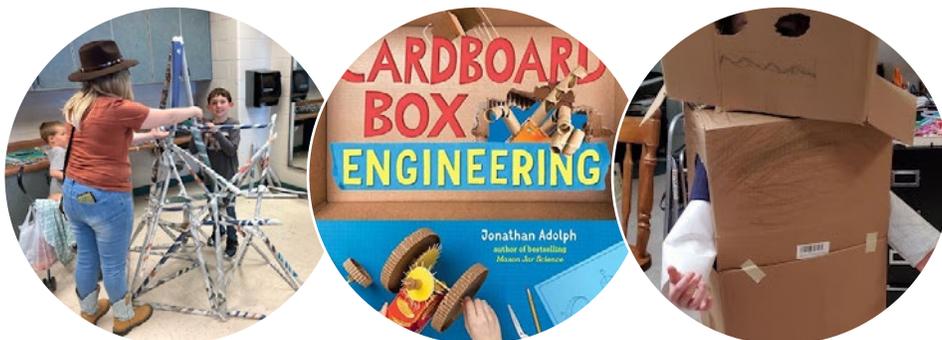
During our winter professional development meeting, specialists led sequential SEEd core instruction inspired by phenomena-based learning, biographies, and the scientific process.



Penny Caywood leads classroom teachers and principals through a Theatre and Literacy Integration Experience at Windridge Elementary, Davis School District.

STEAM Integration

Principal Bodell, Whittier Elementary School in the Granite School District, asked the University of Utah Professional Development Team to support them with their Family STEAM Night. Trish Saccomano, Visual Art Professional Development Partner, helped students and families create engineered creations out of cardboard boxes and newspapers!



Art-Making Skills



Salt Lake City School District BTS Arts teachers work with Saltgrass Printmaking during an asynchronous learning day.
Photo by Kerri Hopkins



Ceramics made during the U of U BTS Arts Ceramics Professional Development Series
Photo by Kerri Hopkins



BTS Arts specialists explored and responded to art works at the UMFA with Annie Burbidge Ream, Assistant Director of Learning and Engagement, Utah Museum of Fine Arts, University of Utah.
Photo by Kerri Hopkins



The University of Utah's Professional Development team partnered with the SLC Main Library to provide BTS Arts Specialists a space to network, reconnect as artists through the performing arts, and work with the children's librarian to learn about resources they can utilize in their schools. This full-day experience further supported our professional development focus/theme of providing specialists best practices and resources to partner with school and public librarians to enhance arts-integrated learning.
Photo by Kerri Hopkins

Assessment & Impact

The College of Fine Arts provided more than 700 hours of professional development support for individual educators by designing and implementing a range of fine arts and arts-integrated modalities over the 2022-2023 academic year. Using specialist surveying, we paired our virtual regional meetings with in-person workshops focused on art-making skills such as non-pitch percussion, ceramics, folk dance traditions, animation, Artificial Intelligence (AI) art-making, and more.

The Professional Development Team reviewed attendance data and qualitative survey feedback at the end of the academic year. We assessed what modalities were reaching the majority of specialists for the maximum number of hours across art forms. Survey results indicated that art-form-specific skills, such as Stop Motion Animation, AI, and ceramics, yielded high attendance.

Using this impact data, our BTS Arts Professional Development Team developed a 2023-2024 calendar that balances an ongoing need for art-form-specific and arts-integrated instructional experiences.

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“Thank you for great coaching and professional development support in the arts and arts integrated learning. I’m finishing my first year as a BTS Arts teacher and have loved it! So grateful to the University of Utah for all you do to ensure we have impactful pedagogical skills and tools!”

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— *Mariann Lucy, Granite School District,
BTS Arts teacher*



University of Utah - BTS Arts Endowment Report

“Arts Educators foster life-long learning and curiosity and improve quality of life by transforming how we generate new knowledge that is more equitable and inclusive. Quality arts education provides profound learning experiences that allow young people to create, imagine, and discover their fullest potential.”

— *Kelby McIntyre-Martinez, BTS Arts Endowed Director*

ArtsLINK Pre-Service Arts Integration Conference

ArtsLINK remains highly impactful and popular with university students. ArtsLINK is the state's only pre-service arts integrated conference - setting the CFA apart from other endowed programs.

On Saturday, February 25, the conference occurred from 8:30 am - 2:00 pm in the BTS Arts and Education Complex.

Reach/Impact: 100 students attended.

Student Learning Outcomes: Post-conference student data indicated the following key takeaways: the learning of interactive fine arts educational activities, the importance of inclusivity and sustained learning through active yet intentional education, and procedures such as singing instructional transitions.

Student Impact Statement:

“I love ArtsLINK. I have attended three conferences as an art teaching student at the University of Utah; each one is just as amazing as the previous one. I appreciated each workshop's focus on modeling Universal Design for Learning principles. I have some new ideas that I can try in my pre-student teaching classes this semester that will help me in my teaching practice. Thanks again for another great conference!”

— *CFA Visual Art Teaching Student*

Colleague Impact Statement:

“Kelby, thanks for consistently creating and facilitating impactful learning experiences for in-service teachers, administrators, and our students. ArtsLINK is so fun and organized. I appreciate you allowing me to be part of it each year. Our students gain practical teaching and learning skills each conference.”

— *Penny Caywood*



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BTS Endowed Principal Symposium

The Endowed Director partnered with principals to conduct school-based/site-specific research. Arts-integrated learning outcomes/findings were presented for the region via the CFA's annual BTSALP Arts Education Research Symposium.

On January 10, 2023, in the BTS Arts and Education Complex at the University of Utah, BTS Arts Principals presented their research investigations from Wasatch Elementary, Salt Lake City School District, and Majestic Arts Academy, Jordan School District. The Symposium focused on science and literacy arts integration.

Reach/Impact: 55 principals and district administrators from seven partner school districts attended.

This work and these partnerships help ensure sustainable and equitable arts education curricula/implementation models in local public schools. The Endowed Director received numerous accolades from administrators for the Symposium's relevancy.

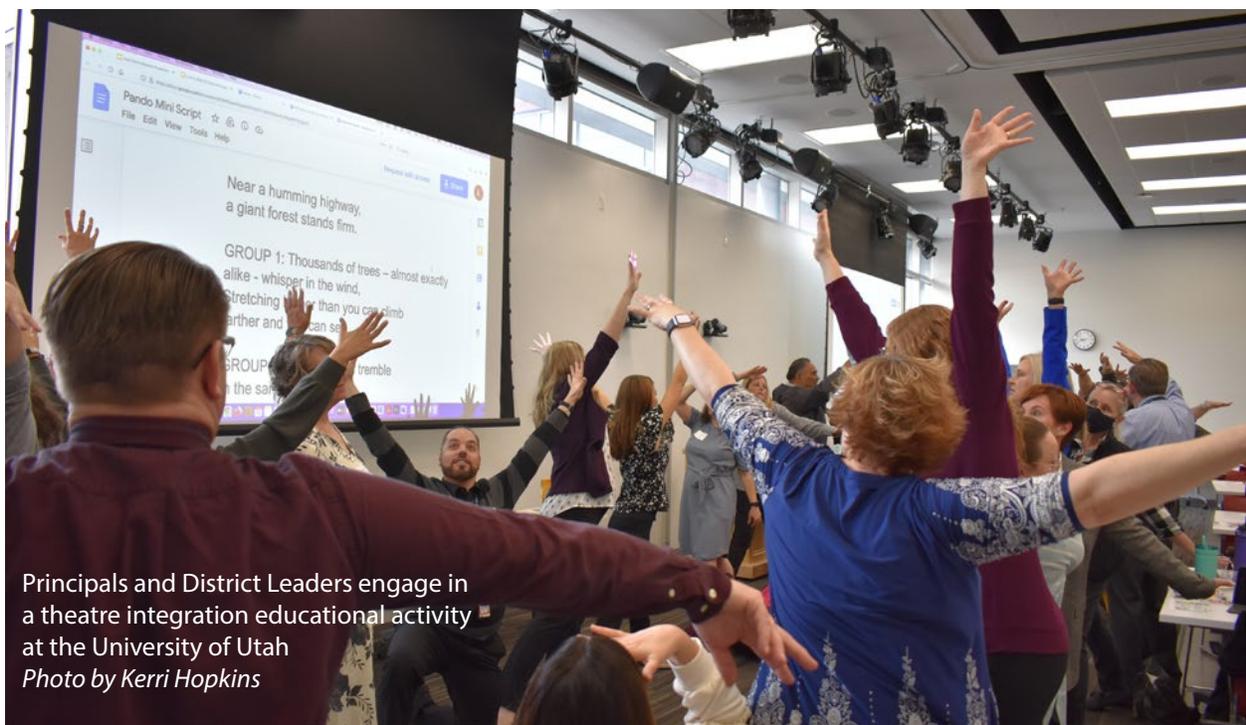
Principal Impact Statements:

"The U's BTS Principal Symposium highlights the best work in arts-integrated learning. I love hearing from my colleagues and the great things they are doing so I can take new ideas back to my school. The creative drama and visual art activities surrounding habitats were high quality. They reminded me why my elementary students need the arts. The arts help young children connect meaningfully with each other and the curricula. Kelby McIntyre-Martinez put together a fantastic event, as usual."

— *Kenneth Limb, Salt Lake City School District, BTS Arts Principal*

"Thank you for including principals from Davis School District in your fabulous Symposium. I appreciate the collaboration and the sharing of knowledge/resources!"

— *Casey Pickett, Davis School District Principal*



Principals and District Leaders engage in a theatre integration educational activity at the University of Utah
Photo by Kerri Hopkins

BTS Arts Fellowships

This portion of the report highlights the impact of BTS Arts Endowed Fellowships and how the CFA trains and prepares future BTS Arts specialists. During the 2022-2023 academic year, the Arts Education faculty selected five undergraduate students studying music education, theatre teaching, and visual art teaching at the University of Utah to serve as BTS Arts Fellows. These students were placed in BTS Arts Schools to observe, co-teach, plan, and teach arts integrated lessons to children from kindergarten through sixth grade.



BTS Visual Art and Fellowship Mentor Teacher, Ishel Brimhall, brings habitats to life with 5th-grade students.

Photo by Todd Collins

Impact:

- 5 undergraduate arts teaching students served as BTS Endowed Fellows
- 5 BTS Arts Schools/Mentor BTS Arts Teachers
- 350 Collective hours in arts-integrated teaching and planning in BTS Arts schools (70 hours of in-school training per BTS Endowed Fellow)

Outcomes:

- BTS Endowed Fellows experienced an enriching, hands-on understanding of the BTS Arts Program (i.e., the program's vision, mission, best practices, and how to collaborate with classroom teachers and other educators).
- BTS Endowed Fellows received valuable experiences designing, teaching, and assessing arts-integrated learning.
- BTS Endowed Fellows learned how BTS Arts teachers work collaboratively with classroom teachers, administrators, and parents to advocate for quality arts programs.
- BTS Endowed Fellows gained sound skills in classroom management and student-learner engagement.

2022-2023 BTS Endowed Fellow Impact Statements:

“Being a BTSALP Fellow has given me valuable experience in the classroom interacting with students. This fellowship has allowed me to observe and practice teaching strategies and pedagogies I have learned about in my studies at the University of Utah and witness the significant purpose the arts serve in young learners’ lives. From this fellowship, I have learned that being an art educator is not easy—it requires careful planning, patience, and flexibility—but the benefits of the arts in our student’s education contribute to their learning in ways not possible in a traditional classroom setting alone. One of the most impactful skills I have gained working as a BTS fellow is understanding a student-centered classroom. Observing and teaching Majestic Elementary students has deepened my understanding of each student’s value to the school and how to use these students’ skills and knowledge to impact learning and growth.”

— Aubrey Ellis, Visual Art Teaching Student, BTS Arts Fellow 2022-2023



“Planning appropriately for each grade level is the most valuable skill I learned from the BTS Fellowship. You must ensure that you have everything lined up and ready to go when you start the day - and have a set schedule. Through the mentorship of my BTS Arts music teacher, I quickly learned what works and what doesn’t in the music integration classroom. I also learned that elementary students are forgiving and enjoy engaging in various musical experiences, from singing to playing instruments, composing, and movement/dancing.”

— Alan Chavez, Music Education Student, BTS Arts Fellow 2022-2023

“I have had many impactful moments from this Fellowship. BTSALP has not only grown my experience in integrated lesson planning but has provided me with the confidence to lead a classroom. I appreciate the BTS Arts Program and Chara Huckins, my BTS mentor teacher, for allowing me to figure out (and encourage) my goals and instructional tools that are important to my teaching practices. It has been so special to me to witness student responses when you truly foster and highlight their ingenuity and creativity -- something I think about quite often. I am exceptionally equipped to continue my teaching journey, not just in teaching but through curiosity and the need to be a good movement teacher. I

recommend this Fellowship to anyone. Helping coordinate the ArtsLINK conference was a highlight of the Fellowship. That was an unforgettable weekend; I learned many essential teaching tools through Kelby McIntyre-Martinez and Jana Shumway. Thank you so much for this opportunity to serve-- carrying immense gratitude with me.”

— Charlotte Stehmeyer, Dance Teaching Student, BTS Arts Fellow 2023-2023



CFA Associate Dean & BTSALP Endowed Director recognized by the Utah Art Education Association

Kelby McIntyre-Martinez was recently awarded the Utah Distinguished Service Outside the Profession Award by the Utah Art Education Association (UAEA). This award recognizes achievements and contributions in previous years by persons or organizations in or outside the field of art education.

McIntyre-Martinez's colleague and previous UAEA award recipient, Dr. Beth Krensky, said in her nomination of McIntyre-Martinez:

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In all her work as an educator and administrator, she has exhibited a strong commitment to developing and supporting a solid cohort of arts educators who teach across Utah and throughout the United States. She uses her many talents for the greater good of the arts across the state and is one of the critical arts mentors for many.



Associate Dean and BTS Arts Endowed Director, Kelby McIntyre-Martinez with her UAEA award (made by local Moab artist Shari Michaud)

2023-2024 BTSALP Endowment Goals

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

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

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

Assessment/Impact: Assess BTS Endowed Fellowship placements and ArtsLINK learning Outcomes.



ArtsLINK Student Conference,
Photo by Kerri Hopkins



The University of Utah's BTS Arts Program is excited about the robust arts educational fellowships, seminars, research symposiums, and academic programs planned for the coming year. Goal: Provide quality arts educational content for all students.

The College of Fine Arts looks forward to engaging in this work as it continues to build upon these successes and strives to bring FY24 goals/aspirations to fruition. Because of you, we experienced new heights in education, pre-service training, in-service professional development support for fine arts and classroom teachers, research, and societal impact. Onward!