

Weber State University Sorenson Legacy Foundation Annual Report

July 2021 – June 2022



**BEVERLEY
TAYLOR
SORENSEN**
ARTS LEARNING
PROGRAM



Annual report compiled by:
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Weber State University – Arts Learning Collaborative

Telitha E. Lindquist College of Arts & Humanities and Jerry & Vickie Moyes College of Education

This annual report reflects activities connected to the Weber State University (WSU) Arts Learning Collaborative, the Beverley Taylor Sorenson Arts Learning Program (BTS Arts), the BTS Endowed Chair in Arts Learning, and the BTS Arts Program Assistant for the time period of **July 1, 2021 to June 30, 2022**.

Summary:

Overall, the WSU Arts Learning Collaborative's professional development offerings for the 2021-22 season offered exciting new programming, explored new partnerships, faced ongoing COVID-related challenges, and managed a slow return to in-person events.

At the beginning of the season, Kelly Bruce Glynn, our BTS Arts Program Coordinator accepted a great position with the USBE. Unfortunately, after two unsuccessful searches to find a new Program Coordinator we were left short staffed for the entire season. We are grateful to the USBE Fine Arts staff for their added support during this challenging time. We have reopened the Program Coordinator position this summer and are hopeful that we can find a good candidate.



This season we explored a variety of formats for providing professional learning. We offered online BTS Arts orientations in our service area. This format allows for personalization of information by school or district and ease of participation for administrators. We also offered our regional PLC's for BTS Arts educators online. These PLC's provide an opportunity for us to highlight best practices being implemented by our area BTS Arts educators as well as a chance for networking and exchange of ideas. We also offered one-on-one mentorship opportunities for BTS Arts educators. For example, we paired new BTS Arts drama educator Becca Stevens, in Ogden School District with master teacher, Penny Caywood. We supported this exchange that included observations, co-teaching, and discussions about managing a drama-integrated classroom.



We presented a statewide webinar titled, "Noticing, Wondering, and Creating in the Science and Art Classroom." This webinar was a collaboration with Southern Utah University focusing on Utah SEED standards and workshops in science and visual art for the K-6 classroom. We explored the benefits and limitations of the webinar format and tackled statewide materials distribution. Our in-person professional development offerings included an Evening for Educators event and in-person classroom visits by our BTS Arts Program Assistant.

Supported by Art Works for Kids, we worked with the Davis School District (DSD) to design and implement a workshop series titled, "Developing Phenomenal Humans: Arts Skills and Integration for K-6 Classroom - Professional Development for DSD Educators." This series centered around the skills needed to facilitate DSD arts foundational standards in music and visual art. Teachers acquired the skills to implement district art standards into their classroom as well as video resources, supporting materials, and district initiatives to support implementation. This collaboration was helpful in laying the groundwork for future DSD BTS Arts schools by increasing the capacity of classroom teachers to teach and integrate the arts into their classrooms.

With support from the BTS Foundation, we continued the BTS Arts internship providing WSU students the opportunity to learn about arts integration and experience the BTS Arts program. The purpose of this internship is to provide a pathway to BTS Arts by providing WSU students with the opportunity to form relationships with local districts/schools and gain direct transferable skills to fulfill upcoming new positions with BTS Arts. This year, we had WSU student interns working in all four art forms - dance, music, drama, and visual art. We are thrilled that one of our BTS Arts interns is slated to become a BTS Arts educator in Weber School District this Fall! We also found that the BTS Arts Internship model can help support an artist-in-residence type of professional development opportunity for schools new to the BTS Arts program or considering becoming a BTS Arts school.

The 2022 Arts Integration Conference, also supported by the BTS Foundation, was canceled due to a COVID outbreak in our staff. The conference has been rescheduled and all of the presenters have agreed to be a part of the 2023 conference. This includes Melisa Cahnmann-Taylor (poetry, theatre), Amy Miner (arts integration), Ashley Boyack & Deja Mitchell (dance, drumming), Jazmin Gallegos (Utah Book Arts), Penny Caywood (drama, music), Julie Gale (Utah Film Center), Ashli Kingfisher (Clever Octopus), Alisa Peterson (visual arts), and Erinne Roundy (visual arts).



In December, the Collaborative completed a multi-year ArtsBridge project working with students in Ogden School District that resulted in an art installation designed to mitigate bird collisions at the Ogden Nature Center. The Art + Science Celebration at Shadow Valley Elementary School featured the unveiling of the *Utah Birds and Ecosystems* art installation through a documentary chronicling the project, hands on art activities, an owl from the ONC, and snacks!

We are honored for the opportunity to continue to offer professional learning opportunities in arts education and art integration for educators in Utah and in support of the growing BTS Arts program in the WSU region.

BTS Arts - WSU Service Area

In the WSU service area, the 16 BTS Arts educators and 3 Instructional Coaches served approximately 94 elementary schools during the 2021-2022 school year. Our professional development series served ~230 participants (teachers, administrators, BTS Arts educators and coaches and WSU students).



Ogden School District

- District Administrator: Carrie Maxson
- Bonneville Elementary School - Educator: Stephanie Jaden | visual arts | Principal: Nicole Lovell
- East Ridge Elementary School - Educator: Brent Rhodes | visual arts | Principal: Maridee Harrision
- Hillcrest Elementary School - Educator: Emmalee Kozlewski | visual arts | Principal: Jennifer DeCorso
- James Madison Elementary School - Educator: Rebecca Ory-Hernandez | visual arts | Principal: Julie Neilson
- Lincoln Elementary School - Educator: Stephanie Jaden | visual arts | Principal: Jileen Mortnesen
- Shadow Valley Elementary School - Educator: Brent Rhodes | visual arts | Principal: Vincent Ardizzone
- Taylor Canyon Elementary School - Educator: Emmalee Kozlewski | visual arts | Principal: Don Mendenhall
- T.O. Smith Elementary School - Educator: Rebecca Stevens | drama | Principal: Keeli Espinoza
- Wasatch Elementary School - Educator: Rebecca Stevens | drama | Principal: Shannon Wilcox



Weber School District

- District Administrator: Kim Irvine
- Hooper Elementary School - Educator: Jana Maw | visual arts | Principal: Kari Breeding
- Lomond View Elementary School - Educator: Mendy Reese | visual arts | Principal: Justin Skeen
- North Ogden Elementary School - Educator: Sarah Schenck | visual arts | Principal: Shirley Passey
- Plain City Elementary School - Educator: Blake Hadley | visual arts | Principal: Heather Neilson
- Valley Elementary School - Educator: Jolene Reneau | music | Principal: Crystal Deamer

Charter Schools

- Ascent Academies of Utah Farmington - Educator: Sarah Fawcett | music | Principal: Clayton Reid
- Greenwood Charter School - Educator: Lydia Stewart | visual arts | Principal: Tracey Nelson

- Syracuse Arts Academy Antelope Campus - Educator: Rebecca Nichols | visual arts | Principal: Jane Ann Kammeyer
- Syracuse Arts Academy Antelope Campus - Educator: Brittney Walker | visual arts | Principal: Jane Ann Kammeyer
- Syracuse Arts Academy North Campus - Educator: Jodi Offret | music | Principal: Judy Nixon

Davis School District

The Davis School District elementary schools are serviced by the following Instructional Coaches and District Arts Coordinator.

- District Arts Coordinator: Shanda Stenger
- Instructional Coach: Katie Francis | visual arts
- Instructional Coach: Bethany Struthers | music
- Instructional Coach: Tracy Reinhard | music

Adams Elementary School
 Adelaide Elementary School
 Antelope Elementary School
 Bluff Ridge Elementary School
 Boulton Elementary School
 Bountiful Elementary School
 Buffalo Point Elementary School
 Burton Elementary School
 Canyon Creek Elementary School
 Centerville Elementary School
 Clinton Elementary School
 Columbia Elementary School
 Cook Elementary School
 Creekside Elementary School
 Crestview Elementary School
 Doxey Elementary School
 Eagle Bay Elementary School
 East Layton Elementary School
 Ellison Park Elementary School
 Endeavor Elementary School
 Farmington Elementary School

Foxboro Elementary School
 Fremont Elementary School
 Holbrook Elementary School
 Holt Elementary School
 Kay's Creek Elementary School
 Kaysville Elementary School
 King Elementary School
 Knowlton Elementary School
 Lakeside Elementary School
 Layton Elementary School
 Lincoln Elementary School
 Meadowbrook Elementary School
 Morgan Elementary School
 Mountain View Elementary School
 Muir Elementary School
 Oak Hills Elementary School
 Odyssey Elementary School
 Orchard Elementary School
 Parkside Elementary School

Reading Elementary School
 Sand Springs Elementary School
 Snow Horse Elementary School
 South Clearfield Elementary School
 South Weber Elementary School
 Stewart Elementary School
 Sunburst Elementary School
 Sunset Elementary School
 Syracuse Elementary School
 Taylor Elementary School
 Tolman Elementary School
 Vae View Elementary School
 Valley View Elementary School
 Wasatch Elementary School
 West Bountiful Elementary School
 West Clinton Elementary
 West Point Elementary School
 Whitesides Elementary School
 Windridge Elementary School
 Woods Cross Elementary School

BTS Arts - Surveys



In the 2021-2022 school year, beginning and end of the year surveys were administered to art educators, instructional coaches, principals, and district administrators to assess their needs and the needs of their schools. The surveys assist us and continue to inform us with choosing our professional development offerings.

The beginning of year survey was administered in September 2021 and helped determine educators' and instructional coaches' goals, best practices for district administrators and principals, possible

challenges with implementing BTS Arts, and how the University partner could best serve throughout the 2021-2022 school year. The end of year survey was administered May 2022 to help educators and instructional coaches report on their goals.

Survey results are available here -

https://drive.google.com/drive/folders/1V_3foDGVtXyLBrXyZD8im37YgimaZWCM?usp=sharing

BTS Arts - Professional Development Partners and Mentors

All BTS Arts educators are paired with a professional development partner (PDP) at the beginning of the school year. PDPs are intended to be a resource to arts educators, principals, district administrators, and instructional coaches at BTS Arts schools. They are familiar with BTS Arts and have experience with arts integration. PDPs visit the arts educators during the school year to informally observe, help address challenges, and support goals and growth.

PDPs may also lead arts integration workshops in the school with arts educators, grade level teachers, and students and teach lessons as an example for the educators or coaches.

The WSU BTS Arts Program Assistant served as a PDP making site visits (fall and spring) to informally observe each art educator using the specific goals set by the art educators at the beginning of the school year as a guide. During each visit, the Program Assistant looked for ways to support the educators' goals and followed up with an email providing feedback. Additional visits by the Program Assistant were provided as needed or by request.

1. Target Audience – BTS Arts educators
2. Intended outcomes – provide art educators with a mentor, connect art educators with available arts education resources, serve as an advocate for the arts educators and instructional coaches, improve arts educators' teaching practices, support educators with developing and supporting professional goals
3. Description of delivery – site visits, website, email, digital resources
4. Means of evaluating effectiveness – beginning and end of year surveys of BTS Arts educators, instructional coaches, and administrators

2021-2022 Professional Development Partners:

- Tamara Goldbogen is the Beverley Taylor Sorenson Endowed Chair for Arts Learning at WSU where she oversees the Arts Learning Collaborative and teaches in the College of Arts & Humanities, Honors, and the College of Education. Goldbogen holds a Master of Fine Arts in Drama and Theatre for Youth from the University of Texas at Austin.



- Erinne Roundy is the BTS Arts Program Assistant with the Arts Learning Collaborative at WSU where she also serves as an adjunct faculty member. Erinne also teaches a variety of art courses for the junior high students at North Davis Preparatory Academy, a K-12 Spanish Immersion charter school in Layton. Roundy received her Bachelor in Science in Visual Communications/Design from WSU and has her Secondary Teaching License in Visual Art and K-12 Visual Art Endorsement.

2021-2022 BTS Arts PDP Visits:

Plain City Elementary School, Blake Hadley (visual arts), Weber School District:

- Oct 26, 2021 - Visited and met with Blake Hadley as he taught a lesson on shapes and silhouettes using chalk pastels (Roundy).
- April 19, 2022 - Visited and met with Blake Hadley as he led a 5th grade class through an activity to help them "respond" to prints from the Springville Museum's permanent collection which were hung around the room. (Roundy).

GreenWood Charter School, Lydia Stewart (visual arts), Charter School:

- Oct 27, 2021 - Visited and met with Lydia Stewart while she taught a lesson on cloud types using Crayola Model Magic (Roundy).
- Apr 20, 2022 - Visited and met with Lydia Stewart while she worked with a 2nd grade class on their scientific drawings of insects (Roundy).
- May 19, 2022 - Attended a Celebration of Learning event (3rd, 4th, 8th grades) which showcased work created by the students, highlighting various content they had learned.

Hooper Elementary School, Jana Maw (visual arts), Weber School District:



- Nov 2, 2021 - Visited and met with new BTS Arts educator, Jana Maw, as she taught a visual art integrated lesson (Roundy).
- Mar 29, 2022 - Visited and met with Jana Maw as she led two separate 4th grade classes in a guided activity called "Picasso's Eye" (Roundy).

James Madison Elementary, Rebecca Ory-Hernandez (visual arts), Ogden School District:

- Nov 3, 2021 - Visited and met with Rebecca Ory-Hernandez as she worked with a 6th grade class on their entries for Ogden District's upcoming art show (Roundy).

Ascent Academies of Utah, Farmington, Sarah Fawcett (music), Charter School:

- Nov 4, 2021 - Visited and met with Sarah Fawcett as she taught a music integrated lesson (Roundy).

Shadow Valley Elementary School, Brent Rhodes (visual arts), Ogden School District:

- Aug 27, 2021 - Visited Brent Rhodes to work on the ArtsBridge project (Goldbogen & Roundy).
- Sept 2, 2021 - Visited Brent Rhodes to work on the ArtsBridge project (Goldbogen & Roundy).
- Oct 21, 2021 - Visited Brent Rhodes to work on the ArtsBridge project (Goldbogen & Roundy).
- Nov 8, 2021 - Visited Brent Rhodes to work on the ArtsBridge project (Goldbogen & Roundy).
- Nov 9, 2021 - Visited and met with Brent Rhodes as he taught a Kindergarten class about shape vs. form; geometric shapes vs. organic shapes; and 2D vs. 3D (Roundy).
- Nov 10, 2021 - Visited Brent Rhodes to work on the ArtsBridge project (Goldbogen & Roundy).

Lincoln Elementary, Stephanie Jaden (visual arts), Ogden School District:

- Nov 11, 2021 - Visited and met with Stephanie Jaden as she taught a visual art integrated lesson (Roundy).

Bonneville Elementary, Stephanie Jaden (visual arts), Ogden School District:

- Apr 14, 2022 - Visited and met with Stephanie Jaden as she introduced Australia to a 2nd grade class and then had the students create an Aboriginal Animal with dots and lines (Roundy).

T.O. Smith Elementary School, Rebecca "Becca" Stevens (drama), Ogden School District:

- Nov 15, 2021 - Visited with new BTS Arts educator Becca Stevens as she taught a drama integrated lesson (Roundy).
- Jan 12, 2022 - Met with Becca Stevens regarding classroom management (Roundy).

Wasatch Elementary School, Rebecca "Becca" Stevens (drama), Ogden School District:

- Apr 15, 2021 - Visited and met Becca Stevens as she worked with a 2nd grade class on "practicing professionalism" while performing with a game called "Sausage" and then they reviewed their script for their upcoming performance. Observed Becca with a 4th grade class as they did a warm-up activity called "Cheat Out" to practice facing the audience when moving across and around a stage, as well as review "blocking" and parts of the stage while they reviewed their script for their upcoming performance (Roundy).

Valley Elementary School, Jolene Reneau (music), Weber School District:

- Nov 15, 2021 - Visited and met with new BTS Arts educator Jolene Reneau as she taught two separate 4th grade classes through a lesson on drumming (Roundy).
- Apr 28, 2022 - Visited and met with Jolene Reneau as she taught a lesson on Sherman & Sherman, the songwriters of "Mary Poppins". She introduced the story and characters of the movie in preparation for an upcoming lesson exploring the music (Roundy).

North Ogden Elementary, Sarah Schenck (visual arts), Weber School District:

- Nov 18, 2021 - Visited and met with new BTS Arts educator Sarah Schenck as she taught a visual art integrated lesson (Roundy).



- Apr 14, 2022 - Visited and met with Sarah Schenck as she introduced a 5th grade class to Wayne Thiebaud and then had the students prep the donut-shaped armature to be wrapped in paper-mache at a later date (Roundy).

Lomond View Elementary, Mendy Reese (visual arts), Weber School District:

- Nov 18, 2021 - Visited and met with Mendy Reese as she taught a visual art integrated lesson (Roundy).
- Apr 28, 2022 - Visited and met with Mendy Reese as she taught a lesson on dragonflies with a 1st grade class and then led them through a project using metallic paints and masking techniques as each student made their very own dragonfly (Roundy).

Syracuse Arts Academy – North Campus, Jodi Offret (music), Charter School:

- Nov 17, 2021 - Visited and met with Jodi Offret as she taught a music integrated lesson (Roundy).
- Mar 29, 2022 - Visited and met with Jodi Offret as she rehearsed "A Day in the Life of a Third Grader" with third grade class for their upcoming program (Roundy).

Syracuse Arts Academy – Antelope Campus, Brittney Walker (visual arts), Charter School:

- Nov 9, 2021 - Visited and met with Brittney Walker as she taught a visual art integrated lesson (Roundy).
- Mar 28, 2022 - Visited and met with Brittney Walker as she worked with a 3rd grade class finishing up their positive graffiti words project for their upcoming grade program (Roundy).

Taylor Canyon Elementary – Emma Kozlewski (visual arts), Ogden School District:

- Apr 29, 2022 - Visited and met with Emma Kozlewski as she worked with a 5th grade class leading them through a lesson with watercolor and wax masking technique to create a vase of flowers (Roundy).

BTS Arts - Professional Development Series



WSU has provided the following services associated with BTS Arts:

- Implementation support and professional learning opportunities for the BTS Arts educators and instructional coaches
- Support for BTS Arts school principals and district administrators
- Arts and arts integration training to elementary educators in non-BTS Arts schools in order to increase capacity for arts integrated instruction

WSU offered a year-round series of arts integrated professional learning workshops available to districts and schools in the WSU region. These workshops were designed for BTS Arts and non-BTS Arts classroom teachers, administrators, instructional coaches, arts educators, and WSU preservice teachers. Workshops working directly with K-6 students and modeling co-teaching with arts educators and/or grade-level teachers were available on request.

1. Target audience – BTS Arts and non-BTS Arts arts educators, instructional coaches, school and district administrators, and WSU preservice teachers
2. Intended outcomes – introduce arts-based instruction in all disciplines, connect arts and other core academic subjects, model and engage teachers in thinking in more holistic ways, provide workshop participants with the vision, processes, experiences and tools to integrate
3. Description of delivery – workshops, lesson plans, curricular connections

Survey results are available here -

https://drive.google.com/drive/folders/1V_3foDGVtXyLBrXyZD8im37YgimaZWCM?usp=sharing

BTS Arts Orientation - September 9, 2021

Description: WSU hosted a BTS Arts orientation for new BTS Arts educators Jana Maw (Weber SD) and Becca Stevens (Ogden SD). This professional learning session was designed for new BTS Arts educators with their district arts coordinators to introduce the BTS Arts Program, University partner support lines, BTS Arts structure, roles and responsibilities, and next steps. This also served as an important refresher for district coordinators.

- BTS Arts educators and district coordinators
- Presented by Tamara Goldbogen, Erinne Roundy, USBE Fine Arts team
- Virtual Event



Orientation for new BTS Arts Educators Fall 2021

Weber State University Arts Learning Collaborative

- BTS Arts Educator Visits
 - Twice per year
 - Art night/Performance
 - Goal Setting
- Offers PLC for BTS Arts Educators
 - Fall & Spring
- Offers PD for Arts Learning
 - Year-round, all art forms, arts integration
 - Continuing education courses
- Annual Arts Integration Conference
 - Full day conference, all art forms, winter
 - Substitute reimbursement
- Digital Resources
 - Online video series (visual art & dance)
 - Website

Meet Your University Partners

Erinne Roundy

- Program Assistant, WSU BTS Arts & Arts Learning Collaborative
- Adjunct Professor, Human
- Secondary Counselor – Visual Art & Art Education
- Visual Arts Teacher at North Davis Preparatory Academy
- BS – Visual Communications with an emphasis in Design, Weber State University

Tamara Goldbogen

- Secondary Tutor Supervisor/Endowed Chair for Arts Learning
- Director, Arts Learning Collaborative
- Associate Professor, Theatre
- MFA - Drama and Theatre for Youth, University of Texas at Austin

Tips for new BTS Arts Educators!

- Know the Utah Core Standards for the art form & elementary grade levels
- 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 level team/level - arrive prepared with ideas of integrated lessons.
- Discuss the role of the classroom teacher in the arts classroom - will they be staying, dropping off, participating, co-teaching etc.
- Meet with the principal and discuss expectations of the arts program for the year
 - Performances, artworks, etc.
 - Scheduling
 - Classroom
 - Evaluation
 - School Wide Management and Procedures
 - Faculty Responsibilities, Faculty Meetings/Duty/Trainings/Parent Teacher Conference
- Plan classroom management procedures (seating chart template, classroom setup, warning systems, etc.)

WSU BTS Arts PLC Fall Meeting - Thursday, September 16, 2021

Description: Join all BTS Arts educators, BTS Arts instructional coaches, and BTS Arts district coordinators in the WSU region as we Collaborate, Connect, and Create!

- 24 BTS Arts stakeholders attended
- Presented by Tamara Goldbogen, Erinne Roundy, Katie Francis, USBE Fine Arts team
- Virtual Event
- Feedback from participants from the training:
 - lots of good info - classroom management was good and establishing clear rules was a good reminder.
 - Brainstorming on our goals and having discussions with other teachers.
 - Getting to know everyone and putting a face to names. Working as a group. It's exciting!
 - It is always nice to see everyone and feel their support.



Arts Learning Collaborative Updates

Noticing, Wondering, and Creating in the Science and Art Classroom

Thursday, November 4, 2021 from 5:00-7:30 pm (Virtual)

Presenters:

- Melissa Mendenhall, USBE, SEEd Standards Overview
- Adam Johnson, WSU, Uniting Rainbows: Science
- Alisa Petersen, SUU, Art of Intolerance: Visual Art

SAVE THE DATE, WSU Arts Integration Conference

Friday, January 28, 2022, full day, substitute reimbursement available

WSU BTS Arts Online PLC - Winter 2022

Thursday, February 13, 2022, from 4:30 - 9:00 pm

<https://weber.edu/accelerating/workshops/2021/>



Arts Learning Collaborative Updates

FALL VISITS

Erinne Roundy will be visiting you in your BTS Arts classroom this fall.

PLEASE NOTE: The WSU Arts Learning Collaborative is no longer collecting your teaching schedules.

- You will now submit your schedules through the USBE year-long BTS Arts Canvas course. The USBE Fine Arts Team will give you more information about this in their presentation to follow.
- Please submit your schedules via the USBE year-long BTS Arts Canvas course so Erinne can follow up and schedule a visit.



SURVEYS

We will ask you to complete a brief beginning of the year survey at the end of this PLC. There will be two google form links, one for BTS Arts Educators and Instruction Coaches, and one for our BTS Arts District Administrators. You must complete this survey to receive credit for attending this PLC.



WSU BTS Arts PLC Spring/Winter Meeting - Thursday, February 24, 2022

Description: Join all BTS Arts educators, BTS Arts instructional coaches, and BTS Arts district coordinators in the WSU region as we Collaborate, Connect, and Create!

- 20 WSU BTS Arts stakeholders attended
- Presented by Presented by Tamara Goldbogen, Erinne Roundy, Amy Miner, USBE Fine Arts team
- Virtual Event
- Feedback from participants from the training:
 - I saw different books that I can also use in my classroom! It was also exciting to hear that the BTS program is growing. I loved talking about SEL because that's been such an important thing to my experience as a first-year teacher. Thank you guys for all you do!
 - I really loved the book share. Such great suggestions! I appreciated Amy's additions to how they can be related to SEL standards.
 - This was fabulous. Great presentation and wonderful and timely SEL connections. Love the book suggestions! I plan on picking them up. Really felt like this was something I could apply easily and the students really need.
 - Amy Miner gave me an Ah Hah! Moment. Her thoughtful dedication has got my gears going! The school I am at now really needs SEL support. I think it will cut down on the behavior issues.
 - I loved the sharing of the books. Learning about what is happening within BTS is great! Thanks for the support!



Arts Learning Collaborative Updates

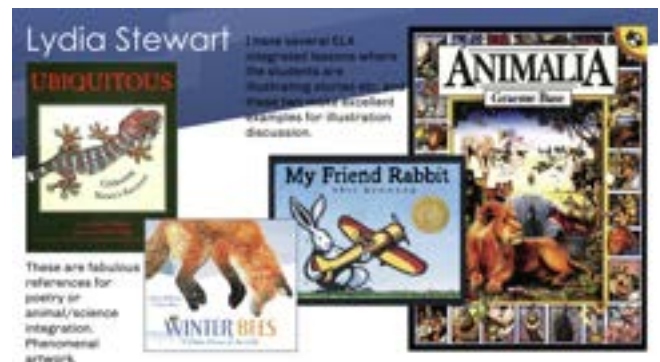
E&E: Reflections on Empathy for the K-12 Classroom
Thursday, March 10, 2021 from 6:00-9:00 pm (In Person)

Presenters:

- Lydia Gravis, Gallery Tour
- Erinne Roundy (WSU), Beyond First Impressions
- Julie Gale (Utah Film Center), Cinematic Visual Poetry

SAVE THE DATE: WSU BTS Arts Fall PLC
Thursday, September 15, 2022

<https://weber.edu/virtuallearning/workshops.html>



Sarah Schenck




FLASHLIGHT

ART FROM HER HEART
FOLK ARTIST
CLEMENTINE HUNTER
BY JIMMY WOODENALE
GRADE 4 STUDENT

For Black History Month, we paint stories like Clementine Hunter and I love this book to go along with the lesson. Clementine Hunter was a self-taught artist who wasn't allowed to go to her own art show in a museum. I also love how it talks about how she didn't wait for the perfect time or situation to create art.

I love having students create art based on the book, 'Flashlight' by Liz Boyd. This is a wonderful book, the story is told by what the flashlight is shining on. The artwork turns out so fun and teaches emphasis so well.

Bethany Struthers



Both of these books are available at getepic.com which is my new favorite resource this year that I have to tell everyone about! The illustrations in these books are colorful and detailed and easily capture the students' interest and attention. There are tips from the illustrator at the end of the book that lend to a discussion/lesson on studying as illustration. The last of the book is a rhyme based on the song 'Clear in the Meadow' and tips from the author include suggested body movements for each animal in the stories. There are also suggested extension activities and details about the animals in the song/last. When I taught this to my students I also taught the ABCs for the numbers 1-10. We then continued to study animal adaptations and habitats are working to create stop-motion videos of different habitats right now.

Blake Hadley



ROUND TRIP IN TIME
CUTE NEW GIRL

As it says on the back of the book "Start at the beginning, read to the end. Then turn the book over, and begin again." This takes you on a journey from the countryside to the city and back again. When you turn the book over to return home, the illustrations become a completely different scene. The above pics are "see washed a mouse", turned the other way it's "see ate in a restaurant". Great examples of the use of negative space.

I read this when we are done with our work and have a few minutes to spare. Kids in all grades like to see it over and over.

Jana Maw



This book was read at the beginning of the year at Hooper Elementary. Each family received a copy with the hope of encouraging literacy and support from home. (donated from the PTA) I saw the opportunity to integrate this book into art!

There are many life lessons a person can learn from this book, such as Celebrating and making the most out of life, Importance of true friends, Appreciation of diversity, Being humble and How to cope with loss.

In preparation of our STEAM/Literacy night, each grade has been painting a Charlotte's Web themed batik panel in reverse art method using a palette and fabric paints, while focusing on grade level curriculum. For example ecosystems, life cycles (life cycle of a spider), patterns ("Fig" cases). Each class has also been learning a little about pigs, and the farm system they exist in. They have been practicing their knowledge of the elements of art: color, shape, texture, space, line, value and form while expressing their creativity.

Some additional extensions have been the creation of oil pastel roosters, stamp making while learning where our clothes come, and some individual projects.

Noticing, Wondering, and Creating in the Science and Art Classroom - Thursday, March 4, 2021

Description: In this virtual workshop presented by Southern Utah University and Weber State University, participants will listen to presentations on an overview of the NEW Utah SEEd standards and engage in hands-on workshops that explore science and visual art standards. Explore lessons that can be implemented in your K-6 classroom and support high-quality arts and science integration!

- 160 registered attendees
- Co-hosted with SUU and WSU Center for Science and Mathematics Education
- Presenters: Melissa Mendenhall: SEEd Standards, Adam Johnston, Science, Weber State University, and Alisa Petersen, Southern Utah University, Visual Art.
- Virtual Event
- Feedback from participants from the training:
 - I love the connection between science and art and real life. Students need to see that what they're learning is applicable in real life.
 - To really stop and think deeply about the details, and make a connection to them. Sometimes we get caught up in thinking we already know enough about something and do not take the time to go deeper.
 - Inquiry based learning in action! :)
 - All of us are scientists, new ways of seeing things, scope of subject and questions.

- Solidifying the idea that art is everywhere and all things connect and complement and enhance one another. The value of being inspired and passing on inspiration. The power of collaborative learning.
- I loved the new artistic process of making rainbow paper, but the most valuable part of the art workshop was thinking about how the students could experiment with the process of making the rainbow paper. It was a great way to reframe art class to use the scientific process, rather than just teaching scientific concepts.
- Noticing, Wondering, Experimenting, Creating - foundational practice of art making. Loved the process of experimenting, and the value in putting the question to scientific method of investigation, who doesn't have a hypothesis that gets smashed or altered to re-evaluate from in art making...thank you for modeling that with your son. I know I can do this with my classes. Exciting next levels to take this to. Thank you!
- Instead of preparing everything for the students, let them learn from the process. Let them be a part of troubleshooting and prepping labs/projects/activities. It is all learning, and probably the most useful kind of learning they could do. Learning how to think, how to trial and error.
- The idea of bringing science and problem-solving into art - prompted different ideas for how I can bring art into the science I'm working on with my students right now.
- Art is scientific experimentation
- I really enjoyed this as well. I am usually very hesitant when it comes to visual arts because I'm not an artist, so I get very intimidated, but I loved this because it takes no artistic ability, and it had many variables for the science side. Truly, artists are scientists!



Schedule	
4:45-5:00	Sign-in/Tech Support
5:00-5:05	Introduction
5:05-5:25	SEEd Standards - Melissa Mendenhall, Utah State Board of Education
5:25-5:30	Break
5:30-6:15	Session 1 - Science - Adam Johnston, Weber State University
6:15-6:20	Break
6:20-7:05	Session 2 - Visual Art - Ailsa Peterson, Southern Utah University
7:05-7:15	Q and A
7:15-7:20	Survey (google form)



NOTICE
WONDER
EXPERIMENT
CREATE

SCIENTISTS
&
ENGINEERS
&
ARTISTS



Evening for Educators: Reflections on Empathy for the K-12 Classroom - Thursday, March 10, 2022

Description: In connection with the exhibition, *All Together, Amongst Many: Reflections on Empathy*, participants will look at how they can foster empathy and understanding through the power of art in the classroom. This in-person event will include a tour of the Shaw Gallery introducing the exhibition. Following the tour, participate in hands-on workshops that show how the visual arts can shape learning in the classroom.

- 25 attendees
- Presenters: Erinne Roundy (WSU) and Julie Gale (Utah Film Center).
- In Person Event
- Feedback from attendees in response to "Did you feel like the topic of the evening was applicable to your classroom?"
 - Yes, everything that was shared made me connect with my class and some activities I would like to do.
 - Yes, I got some great ideas for teaching art while keeping empathy and diversity in mind.
 - Absolutely! I enjoyed the poetry and visual imagery. Everyone must learn to interpret emotions from visual context. That's what art is best at describing the heart and mind of someone.
 - Yes! As a counselor, I am always looking for ways to teach empathy that are creative and get the kids engaged. Art is always something they connect to.
 - Yes. I think the exhibit was very interesting and applicable to help me try to include more activities that let students share what they feel and where they come from.
- Feedback from attendees in response to "What was your favorite part of the Evening?"
 - I loved both presentations. I really liked creating the visual poem and working on the self portrait.
 - Making the art projects to understand them fully so I can apply them to my classes
 - The exhibit was incredible-very thought-provoking and made me want to come back.



- I thought both presenters were fantastic! I really enjoyed looking at our work after and comparing the variety. I'm glad that it had a gallery wall. Their space was also beautiful.



BTS Arts Internship - WSU

(funded by the Beverley Taylor Sorenson Foundation)

Description: The WSU BTS Arts internship offers WSU students the opportunity to learn about arts integration and experience the BTS Arts program. This is a paid internship, totaling 20 hours a semester where pre-service teachers engage in online modules, observations, and teaching experiences with BTS Arts educators and Artists-in-Residence. The purpose of this internship is to provide a pathway to BTS Arts by providing WSU students with the opportunity to form relationships with local

districts/schools and gain direct transferable skills to fulfill upcoming new positions with BTS Arts. Successful interns are offered the opportunity to repeat the internship in following semesters to focus on deepening their learning through additional hands-on teaching experiences.

In Fall 2021, the BTS Arts Internship supported four BTS Arts interns. Three visual art interns (Makay Geddes, Mackenzie McFadden, Nataly Kohler) who worked with Katie Francis, Davis School District Instructional Coach, followed one class for eight weeks at Eagle Bay Elementary School. Our theater intern (Adam Hellewell) worked with Penny Caywood at Wasatch Elementary School.

In Spring 2022, the BTS Arts Internship supported four BTS Arts interns – one in each art form! Our dance intern (Mariah Benson) worked with Ashley Boyack at Tanner Dance, our music intern (Christie Meyer) worked with Bethany Struthers at Fremont Elementary School, our visual art intern (Mackenzie McFadden) continued working with Katie Francis at Knowlton Elementary School, and our theater intern (Adam Hellewell) continued working with Penny Caywood at Wasatch Elementary School.

We were thrilled to have one of our BTS Arts interns (Mackenzie McFadden) slated to become a BTS Arts educator in Weber School District (Fall 2022)!

1. Target audience – WSU students, local schools, and elementary students
2. Intended outcomes – provide a stepping stone for BTS Arts openings, support BTS Arts growth
3. Description of delivery – online modules, 4-8 week residency with BTS Arts educator/artist-in-residence, planning meetings, midway meetings, and reflection meetings
4. Means of evaluating effectiveness – delivered materials demonstrating knowledge learned, completion and delivery of an arts integrated lesson, completion of follow-up meetings and pre and post surveys (WSU interns and elementary students)

Video documentation available here -

<https://youtu.be/BMHaapoEFhc>

Feedback from BTS Arts interns about what they learned:

- I learned that the language and words that you use can help make the experience for the kids more enjoyable. When working with Ashley I noticed she would use a lot of imagery to help the kids visualize and embody how to move. *Mariah, BTS Arts dance intern*
- I learned how you can pull movement out of pretty much anything. We would read a book and do a movement exercise that related to the book. Before being in the classroom I thought that you could only create movement from science or math. But seeing that you can create movement activities from books helped open the door of possibility for things you can do to integrate art into the classroom. *Mariah, BTS Arts dance intern*
- I learned how to incorporate objects into the lesson. Especially for young kids, having something for them to interact with helped them be engaged in the lesson. Having appropriate objects for the lesson can help them incorporate more senses into their learning. *Mariah, BTS Arts dance intern*
- I learned that integrating arts with general academics is not only fun, but in my eyes I feel as though the students catch on quicker to topics because they are being interactive with the material rather than just reading about it. *Christie, BTS Arts music intern*
- I learned that you do need to make it fun but engage with the topic as much as you can as well so the point of the lesson is not lost on the students. *Christie, BTS Arts music intern*
- I learned a lot of great things on how to manage a classroom with students who are younger. *Christie, BTS Arts music intern*
- I learned the importance of having a good class management system/strategies. *Adam, BTS Arts drama intern*
- I learned the importance of pivoting/flexibility to have engaging lessons with students. *Adam, BTS Arts drama intern*
- I learned how to choose fun stories that engage the students in movement or vocalization. *Adam, BTS Arts drama intern*



Planning Sessions/Midpoint Check In/Reflection:

- Sept 10, 2021 - BTS Arts Internship kick off meeting (Kamrath, Goldbogen)
- Sept 20, 2021 - BTS Arts Intern/Mentor meeting (McFadden, Francis, Goldbogen, Kamrath)
- Sept 20, 2021 - BTS Arts Intern/Mentor meeting (Geddes, Kohler, Francis, Goldbogen, Kamrath)
- Sept 22, 2021 - BTS Arts Intern/Mentor meeting (Hellewell, Caywood, Goldbogen, Kamrath)
- Jan 14, 2022 - BTS Arts Internship kick off meeting (Kamrath, Goldbogen)
- Jan 24, 2022 - BTS Arts Intern/Mentor meeting (Meyer, Struthers, Goldbogen, Kamrath)
- Jan 26, 2022 - BTS Arts Intern/Mentor meeting (Hellewell, Caywood, Goldbogen, Kamrath)
- Jan 31, 2022 - BTS Arts Intern/Mentor meeting (McFadden, Francis, Goldbogen, Kamrath)

Modules/Materials:

- Jan 30, 2022 - Drama intern completes modules on SEL and teaching multiple grade levels
- Jan 30, 2022 - Visual Art intern complete modules on SEL and teaching multiple grade levels
- Jan 30, 2022 - Dance interns complete modules on BTS Arts and arts integration
- Jan 30, 2022 - Music interns complete modules on BTS Arts and arts integration
- Feb 27, 2022 - Drama intern completes reflections from midpoint meeting
- Feb 27, 2022 - Visual Art intern completes reflection from midpoint meeting
- Feb 27, 2022 - Music intern completes reflections from midpoint meeting
- Feb 27, 2022 - Dance intern completes reflections from midpoint meeting
- Mar 27, 2022 - Drama intern submits final reflections
- Mar 27, 2022 - Visual Art intern submits final reflection
- Mar 27, 2022 - Dance intern submits final reflection
- Mar 27, 2022 - Music intern submits final reflection



Observation/Participations/Co-Teaching:

- Sep 22, 2021 - Drama teaching experience (Caywood, Hellewell)
- Sep 29, 2021 - Drama teaching experience (Caywood, Hellewell)
- Oct 6, 2021 - Drama teaching experience (Caywood, Hellewell)
- Oct 13, 2021 - Drama teaching experience (Caywood, Hellewell)
- Oct 20, 2021 - Drama teaching experience (Caywood, Hellewell)
- Oct 27, 2021 - Drama teaching experience (Caywood, Hellewell)
- Nov 3, 2021 - Drama teaching experience (Caywood, Hellewell)
- Nov 10, 2021 - Drama teaching experience (Caywood, Hellewell)
- Nov 17, 2021 - Drama teaching experience (Caywood, Hellewell, Goldbogen)
- Sept 27, 2021 - Visual Art teaching experience (Francis, Geddes)
- Oct 4, 2021 - Visual Art teaching experience (Francis, McFadden, Geddes, Kohler)
- Oct 11, 2021 - Visual Art teaching experience (Francis, McFadden, Geddes, Kohler)
- Oct 18, 2021 - Visual Art teaching experience (Francis, McFadden, Geddes, Kohler)
- Oct 25, 2021 - Visual Art teaching experience (Francis, McFadden, Geddes, Kohler)
- Nov 1, 2021 - Visual Art teaching experience (Francis, McFadden, Geddes, Kohler)
- Nov 8, 2021 - Visual Art teaching experience (Francis, McFadden, Geddes, Kohler)
- Nov 15, 2021 - Visual Art teaching experience (Francis, McFadden, Geddes, Kohler, Goldbogen)
- Jan 31, 2022 - Drama teaching experience (Caywood, Hellewell)

- Feb 2, 2022 - Planning with mentor for drama teaching experience (Caywood, Hellewell)
- Feb 7, 2022 - Drama teaching experience (Caywood, Hellewell)
- Feb 9, 2022 - Planning with mentor for drama teaching experience (Caywood, Hellewell)
- Feb 14, 2022 - Drama teaching experience (Caywood, Hellewell)
- Feb 16, 2022 - Planning with mentor for drama teaching experience (Caywood, Hellewell)
- Feb 21, 2022 - Drama teaching experience (Caywood, Hellewell)
- Feb 23, 2022 - Planning with mentor for drama teaching experience (Caywood, Hellewell)
- Feb 28, 2022 - Drama teaching experience (Caywood, Hellewell)
- Mar 2, 2022 - Planning with mentor for drama teaching experience (Caywood, Hellewell)
- Mar 7, 2022 - Drama teaching experience (Caywood, Hellewell)
- Mar 9, 2022 - Planning with mentor for drama teaching experience (Caywood, Hellewell)
- Mar 14, 2022 - Drama teaching experience (Caywood, Hellewell)
- Mar 16, 2022 - Planning with mentor for drama teaching experience (Caywood, Hellewell)
- Mar 21, 2022 - Drama teaching experience (Caywood, Hellewell, Goldbogen)
- Feb 2, 2022 - Visual Art teaching experience (Francis, McFadden)
- Feb 9, 2022 - Visual Art teaching experience (Francis, McFadden)
- Feb 16, 2022 - Visual Art teaching experience (Francis, McFadden)
- Feb 23, 2022 - Visual Art teaching experience (Francis, McFadden)
- Mar 2, 2022 - Visual Art teaching experience (Francis, McFadden)
- Mar 9, 2022 - Visual Art teaching experience (Francis, McFadden)
- Mar 16, 2022 - Visual Art teaching experience (Francis, McFadden)
- Mar 23, 2022 - Visual Art teaching experience (Francis, McFadden, Goldbogen)
- Feb 2, 2022 - Music teaching experience (Struthers, Meyer)
- Feb 9, 2022 - Music teaching experience (Struthers, Meyer)
- Feb 16, 2022 - Music teaching experience (Struthers, Meyer)
- Feb 23, 2022 - Music teaching experience (Struthers, Meyer)
- Mar 2, 2022 - Music teaching experience (Struthers, Meyer)
- Mar 9, 2022 - Music teaching experience (Struthers, Meyer)
- Mar 16, 2022 - Music teaching experience (Struthers, Meyer)
- Mar 23, 2022 - Music teaching experience (Struthers, Meyer, Goldbogen)
- Feb 1, 2022 - Dance teaching experience (Boyack, Benson)
- Feb 8, 2022 - Dance teaching experience (Boyack, Benson)
- Feb 22, 2022 - Dance teaching experience (Boyack, Benson)
- Mar 1, 2022 - Dance teaching experience (Boyack, Benson)
- Mar 8, 2022 - Dance teaching experience (Boyack, Benson)
- Mar 15, 2022 - Dance teaching experience (Boyack, Benson)
- Mar 29, 2022 - Dance teaching experience (Boyack, Benson, Goldbogen)



Professional Development for Davis School District Educators

(funded by Art Works for Kids)



This workshop series, "Developing Phenomenal Humans: Arts Skills and Integration for K-6 Classroom - Professional Development for DSD Educators" centered around the skills needed to facilitate DSD arts foundational standards in music and visual art. Attendees of these workshops learned approaches for teaching visual art and music standards, as well as art integration techniques. Teachers also received video resources, supporting materials, and learned about district initiatives to support implementation.

Workshops were offered in grade level specific groupings: K-1, 2-3, & 4-6 on:

- September 24, 1:45-3:45 at South Clearfield (4-6 Grade Band)
- October 1, 1:45-3:45 at South Clearfield (K-1 & 2-3 Grade Band)
- February 1st 4:00pm-6:00pm at DSD North (4-6 Grade Band)
- February 8, 4:00-6:00pm at DSD North (2-3 Grade Band)
- February 22, 4:00-6:00pm at DSD North (K-1 Grade Band)

In addition to addressing foundational skills in music and visual art, we introduced classroom teachers to arts resources available to them such as the DSD lending library, DSD art instructional coaches, and related PD offered by the Arts Learning Collaborative at WSU.

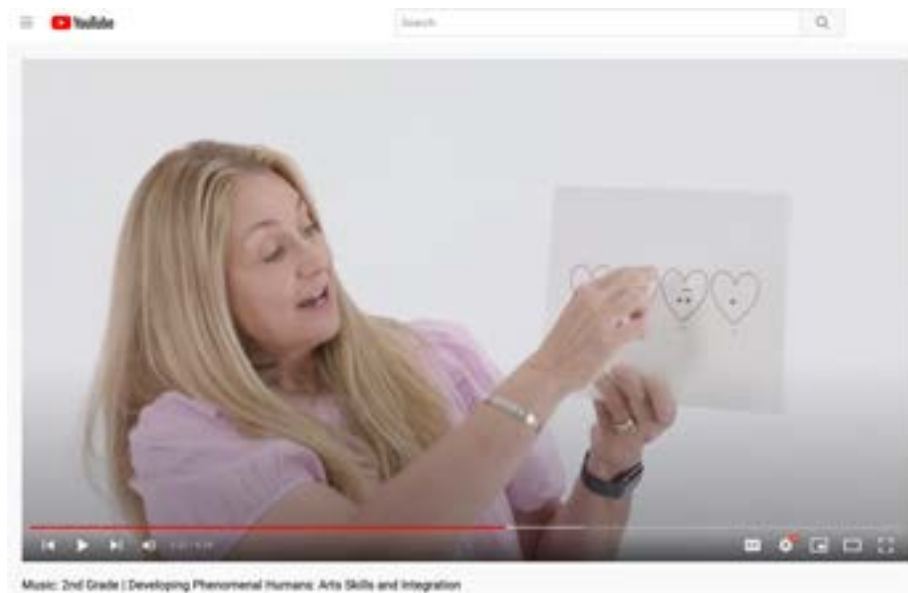
A vital part of this professional development offering are the arts resources created specifically for DSD K-6 classroom teachers. Presenters created complete lesson plans for each standard and grade in both music and art. Participants have access to the lesson plans digitally and in printed form.

We also developed video resources to accompany the in-person workshops. The presenters created brief videos to walk educators through teaching and assessing each visual art and music standard. The videos are a resource that can be utilized by DSD educators as they continue to grow this series.



Video series available here -

https://youtube.com/playlist?list=PLHMMenvoeoa68_Z5Gfyj476whGNHdTYC7



Learning intentions for the workshop were to explore developmentally appropriate and challenging arts learning experiences based on individual student's strengths, interests, and needs. Success criteria for the workshop specified that attendees leave the workshop with one lesson idea for visual art and music to implement into their classroom. Survey feedback showed that 100% of attendees felt that the learning intentions of the workshop were met, and 93.9% indicated they were "Highly Likely" or "Likely" to implement the skills and knowledge learned in this professional learning into their classroom.

- ~100 attendees
- Presenters: Shanda Stenger (DSD, music, 4-6), Erinne Roundy (WSU, visual arts, K-6), Jennifer Purdy (WSU, music, K-3)
- Workshop Support: Tamara Goldbogen (WSU Endowed Chair), Kelly Bruce Glynn (USBE), Shanda Stenger (DSD Fine Arts Supervisor), Katie Francis (DSD Instructional Coach, visual arts), Bethany Struthers (DSD Instructional Coach, Arts Integration), Tracy Reinhart (DSD Instructional Coach, Music)
- In Person Events
- Feedback from attendees:
 - Ideas/ways to use art and music with core subjects
 - Very helpful to review standards. I was not aware we can rent/borrow supplies. I can't wait to do this!
 - I have learned how to integrate visual arts and music to my class.
 - Art & Music take time. Students need exposure to the arts!!
 - Exciting ideas to implement in class
 - I loved that there were materials & lesson plans to take back to my classroom
 - Ready to go lesson plans
 - I loved the ideas on how to integrate previous standards into current work
 - Ideas and actual lesson plans to implement in my classroom immediately.
 - How to break lessons down to teach it

- Working with art and music can work with all subjects.
- It was so helpful to be able to actually participate in the lessons. I am also so appreciative of the handouts and materials.
- How to access resources
- I appreciate the hands on and seeing the teaching being modeled. The complete lesson plans are fab!
- I learned that music and art don't have to be their own thing. I can integrate them into many lessons!!



ArtsBridge: Murals

(funded by the Hall Endowment)

In Fall of 2020 and 2021, under the direction of Professors Tamara Goldbogen and Erinne Roundy, WSU students in ArtsBridge: Murals (HNRS 1530) partnered with the Ogden Nature Center (ONC), WSU Arts Learning Collaborative, Beverley Taylor Sorenson Arts Learning Program (BTS Arts), 4th Graders at Shadow Valley Elementary School, and Brent Rhodes, BTS Arts Visual Arts Educator. Collaboration between these entities resulted in an art installation at the ONC. This faux stained glass installation is housed in the (newly designated) Desert and Wetlands Room in the education building.



The purpose of this project was to address a community need through art. ONC had identified a problem of birds flying into windows in their education building. The art installation serves as both a mitigation to the bird issue, and also a project where students had the opportunity to learn about their local environment.

The ArtsBridge model provides students (WSU and elementary) with an opportunity to effect change in their community through the arts. This project also allowed WSU to play a part in bettering the Ogden



community, supporting local community issues, and strengthening partnerships between the University and local entities.

Under the direction of their BTS Arts Educator, **elementary students** working on this project visited the ONC virtually, researched their assigned Utah bird, and created a faux stained glass piece based on their findings. This project took participating 4th grade students about 3 months to complete.

The **WSU students** in ArtsBridge: Murals met weekly to learn about public art, community engagement, purpose, and message. They visited the ONC to develop research to support their creation. WSU students also traveled around Ogden City to explore public art work located in their community. They worked collaboratively to create a grid designed to deter bird strikes in the upper windows at the ONC. They made Utah bird illustrations that were converted into a grid painted on plexiglass with paint pens. WSU students also created faux stained glass name plates for the 4th graders' Utah birds.

In an effort to document the process, we created two short videos to gather qualitative data from the stakeholders involved in this project. We were able to use the videos to create connections (even when we could not gather together due to COVID) between the different groups collaborating on this project. For example, we showed these videos at the Art + Science Celebration at Shadow Valley Elementary School so everyone involved could see the entire process and view the final install at the ONC.



VIDEO: Here is a link to the video that we created to document the first phase of the project:
<https://youtu.be/hlpZypgVcog>

VIDEO: Here is a link to the video that we created to document the second phase of the project:
<https://youtu.be/hlpZypgVcog>

Here is an example of a Burrowing Owl faux stained glass piece created by a 4th grader at Shadow Valley Elementary School.



BTS Endowed Chair in Arts Learning

Tamara Goldbogen

Tamara Goldbogen has served as the BTS Endowed Chair in Arts Learning since August 2013. Goldbogen regularly teaches in the College of Arts & Humanities, College of Education, and Honors. This position requires a unique combination of scholarship, teaching, service, and statewide arts education, collaboration, and representation. The Endowed Chair's primary responsibility is the development and stewardship of the endowed arts program created to perpetuate arts-integrated learning at WSU and in Ogden, Weber, Davis, and Morgan service areas. To fulfill this role, the Endowed Chair:

- Provides high-quality professional development to improve the teaching skills of pre- and in- service educators at WSU.
- Researches and develops best practices for arts-integration to support the statewide BTS Arts.
- Chairs a WSU Arts Learning Collaborative Advisory Committee composed of faculty and staff from the College of Arts and Humanities and the College of Education.
- Participates in BTS Arts University Partner meetings and makes recommendations to the USBE on the BTS Arts for continued program development, as needed.
- Collaborates with Endowed Chairs at Universities across the state to provide arts integration professional development for pre- and in-service teachers.
- Attends BTS Arts hosted events at partner Universities and statewide arts conferences to represent WSU and create future professional development collaborations.



Goldbogen is supported with these duties by Erinne Roundy, BTS Arts Program Assistant, and by Cat Kamrath, BTS Arts Internship Coordinator.

Courses taught at WSU:

- Fall 2021: HNRS 1530 CA - ArtsBridge: Murals is a course that provides students with an experiential learning opportunity to create and implement a service-learning project—designed through the lens of an art form—with community organizations.
- Spring 2022: HNRS 3900 - Children's Literature: Book Arts & Science - This Eccles Fellowship course provides WSU students with an immersive, cross-disciplinary learning experience. Students explore and engage in the creative process as they are guided through the creation of an original children's book. The content for the children's book focuses on Utah Bees and connects to Utah's SEEd standards. These topics are explored through the creation of book art projects in conjunction with our community partners - Weber County Library and Book Arts Studio at Marriott Library. The children's book created serves as a valuable educational resource connecting the creative arts and community, and will be disseminated to the area public libraries.

Workshops/Projects:

- Interdisciplinary Applied Drama Institute (Bosnia and Herzegovina)

The Interdisciplinary Applied Drama Institute (IADI) brought together 22 secondary school teachers and 14 university faculty across Bosnia and Herzegovina who were interested in exploring and designing critical and creative educational innovation and exchange through the arts. IADI was held in August 2021 at the Hotel Vučko at Jahorina (near Sarajevo). This institute was sponsored by the US Embassy in Bosnia and Herzegovina.

Goldbogen was part of an international team of facilitators in Drama Based Pedagogy including: Katie Dawson, Professor, The University of Texas at Austin, Giana Blazquez and Jake Young, graduate students, The University of Texas at Austin, Alma Žero, University of Sarajevo, and Milica Jošić-Milinović, University of Banja Luka.



BTS Arts Program Assistant Erinne Roundy

Erinne Roundy has worked as the BTS Arts Program Assistant since August 2021. The two priorities for this position are to 1) support BTS Arts educators and instructional coaches in the WSU service area, and 2) provide high-quality professional development to BTS Arts educators and instructional coaches in the WSU service area. Throughout the 2021-2022 school year, Roundy made 33 visits to BTS Arts schools and districts for trainings and observations where she provided specific feedback on high-quality arts integrated teaching practices.



In an effort to provide high-quality professional development to BTS Arts educators, instructional coaches, and district administrators in the WSU service area, Roundy assisted Tamara Goldbogen in developing, implementing, and programming both the Fall and Spring WSU BTS Arts PLC events.

In addition to her work as the BTS Arts Program Assistant, Roundy was instrumental with the collaborative DSD series "Developing Phenomenal Humans: Arts Skills and Integration for K-6 Classroom - Professional Development for DSD Educators." Roundy designed a series of visual art integrated lesson plans, filmed video resources, and presented at a series of in-person workshops throughout the school year.



Roundy regularly adjuncts within the Honors Department, co-teaching HNRS 1530 ArtsBridge: Murals (Fall 2021) and was a recipient of an Eccles Fellowship to support HNRS 3900 Children's Literature: Book Arts & Science (Spring 2022).

Roundy is an active member of the Utah Art Education Association (UAEA) and currently serves on the Rural and Underserved Advocacy Committee.

Roundy is a recipient of the 2021 Sorenson Legacy Awards for Excellence in Arts Education: Secondary Visual Arts Instruction.

Courses taught at WSU:

- Fall 2021: HNRS 1530 CA - ArtsBridge: Murals is a course that provides students with an experiential learning opportunity to create and implement a service-learning project—designed through the lens of an art form—with community organizations.
- Spring 2022: HNRS 3900 - Children's Literature: Book Arts & Science - This Eccles Fellowship course provides WSU students with an immersive, cross-disciplinary learning experience. Students explore and engage in the creative process as they are guided through the creation of an original children's book. The content for the children's book focuses on Utah Bees and connects to Utah's SEEd standards. These topics are explored through the creation of book art projects in conjunction with our community partners - Weber County Library and Book Arts Studio at Marriott Library. The children's book created serves as a valuable educational resource connecting the creative arts and community, and will be disseminated to the area public libraries.

Roundy presented at the following workshops:

- BTS Arts Fall PLC: Sept 16, 2021
- DSD Fine Arts PD Series: Sept 24 and Oct 1, 2021; Feb 1, 8, 22, 2022
- BTS Arts Winter PLC: Feb 24, 2022
- More Than a Flag Online Workshop with BTS Arts Educators: Feb 17, 2022
- NAEA National Convention Workshop - Bridging Art into Your Classroom: Mar 5, 2022
- E4E: Reflections on Empathy for the K-12 Classroom: Mar 10, 2022
- UAEA Spring Conference Online Workshop - More Than a Flag: Mar 26, 2022

Financial Snapshot

We are grateful for the grants that we received in 2021-22 to support new arts education programming and to help to strengthen WSU's Sorenson Legacy Foundation endowment accounts.

INCOME	Amount
Sorenson Legacy Endowment Accrual - <i>Account supporting the BTS Endowed Chair position</i>	~ \$65,000
Sorenson Legacy Endowment Accrual - <i>Account support arts programming and support staff</i>	~ \$65,000
Professional Learning IHE grant (BTS Arts Professional Learning - Utah State Board of Education)	\$65,000
Beverly Taylor Sorenson Foundation (BTS Arts Internship and Arts Integration Conference) - <i>1 year extension requested</i>	\$48,945
Art Works for Kids (Davis School District PD Series)	\$20,000
Hall Endowment (ArtsBridge Murals - Ogden Nature Center Project, multiyear grant)	\$20,000
TOTAL	\$283,945

