

For Our Children and Youth

**A joint project of the
Utah Division of Arts & Museums' Utah Arts Council
and the Utah State Office of Education**

**Conducted by
Bothell Assessment and Research**

2009-2010 School Year



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LETTER FROM STATE AGENCY DIRECTOR



State of Utah

GARY R. HERBERT
Governor

GREG BELL
Lieutenant Governor

Department of Community and Culture
Palmer DePaulis
Executive Director

Division of Arts & Museums
Margaret Hunt
Division Director

The Status of Arts Education in Utah

Every student deserves the benefit of a well-rounded education to prepare them for success in life. It has been proven that a quality arts curriculum plays a very important role. The arts do much more than enhance the creative development of a child. The skills gained from arts education include problem-solving, critical thinking, entrepreneurship, innovation, discipline, and collaboration. These are skills needed not only in the modern-day workforce, but necessary to develop future leaders in our communities.

So what is the status of arts education in Utah? How well are our schools addressing these needs of students? Where is help most needed? How do educators, community leaders and parents perceive the role and importance of arts education?

Through this study, the Utah Division of Arts & Museums and our partners will answer these questions and gauge how we compare to other states. This effort will hopefully provide administrators, policy makers and community leaders with an analysis of arts education. At the same time, it gives schools and communities tools and resources to strengthen student learning in the arts and provides a measuring point for improvement.

I encourage you to take some time to go through this enlightening information, always available at www.artsandmuseums.utah.gov, and share it with others.

A handwritten signature in black ink that reads "Margaret Hunt".

Margaret Hunt
Director, Utah Division of Arts & Museums

Introduction

PREPARING ALL STUDENTS FOR SUCCESS

All students deserve access to rich education and the understandings that the arts provide. We must work together to ensure that all students are able to reap the full academic and social benefits of learning in and through the arts. From music and dance to theatre and visual arts, the arts give young people unique means of expression, capturing their interests and emotions and allowing them to explore new ideas, subject matter, and cultures.

Sandra S. Ruppert, Director, Arts Education Partnership

We all want what is best for our children and youth. We want them to be well prepared to live happy and productive lives where their imaginative ideas carry them far in this world of unprecedented challenges and opportunities. To succeed, they need to be creative thinkers, adept communicators, and able to thrive in a global environment where teamwork is vital. We believe an education rich in the arts offers the tools, skills, and perspectives that will assure the success of our students.

This report on the status of arts education in Utah is compiled from a baseline survey conducted by the Utah Division of Arts & Museums' Utah Arts Council in partnership with the Utah State Office of Education, the Idaho Commission on the Arts, Montana Arts Council, and the Wyoming Arts Council. The report summarizes the data collected from 292 elementary, middle, and secondary schools in 37 of 41 school districts statewide that responded to our request for information on arts education.

The Statewide Arts Education Assessment (SAEA) survey questions were designed to quantify and evaluate each school's capacity to offer the arts as a core subject. The survey questions focused on five key areas:

- Demographics
- Teachers
- Student Learning
- Professional Development
- Space and Resources

We are indebted to the principals throughout Utah who took invaluable time to provide thoughtful and complete information.

As Utah's partners in arts education work to make high-quality arts education available to every young person, we hope the results of this survey provides parents, educators, community leaders, and elected officials the current data necessary to inform and help shape future plans and policies at the local, district and state levels.

State and National Context

The United States is competing in a dynamic global economy in which two assets—a skilled, versatile, and highly adaptable workforce and the capacity for creativity, innovation, and entrepreneurship—provide a decisive edge.

Improving our education system to ignite students' imagination, foster their creative drive, stimulate innovative thinking and generate implementable new ideas is vital to the long-term economic interests of our nation.

Sandra S. Ruppert, Director, Arts Education Partnership

ARTS EDUCATION IS BASIC EDUCATION

In the United States, the Goals 2000: *Educate America Act* (1994) established arts as required subjects. With this incentive, leading educators in the arts developed the National Standards for Arts Education, laying out what every student should know in the visual arts, music, theatre, and dance. The federal No Child Left Behind Act (2001) identified the arts as core academic subjects that contribute to improved student learning outcomes, along with reading, math, science, and other subjects.

Nationwide research-based evidence about the value of arts education continues to grow. State and national leaders, economists and educators recognize that an education in the arts helps students develop the skills necessary in the 21st century: creative problem solving, analysis, innovation, and collaboration. There is a growing body of research that suggests arts training can improve cognitive function, encourage persistence and understanding of reflective behavior to achieve excellence.

Despite growing awareness that learning in the arts is integral to a basic education, national data indicates a gap between arts education potential and arts education practice. A 2006 report from the Center for Education Policy stated that 22% of the school districts in its survey reported they had reduced time for art and music to make more time for reading and mathematics.

ARTS EDUCATION IN UTAH

The status of arts education in Utah reflects the national situation. The arts are defined as core academic subjects in the state. Graduation requirements include 1.5 credits in the arts. The Utah Fine Arts Core Curriculum was approved unanimously by the Utah State Board of Education in 1996. The revised elementary core requirements, now the Core Guidebook for Teaching and Learning in the Elementary Arts, was introduced in 2008. Secondary core requirement revisions will be completed soon.

More than two decades after the availability of the Utah Fine Arts Core Curriculum, 77 percent of the schools completing the SAEA survey claimed to be familiar with the core requirements. In 2007, new graduation requirements in language arts and mathematics reduced the number of electives to which students have access. In addition, secondary students who are not performing at grade level in mathematics and language arts are required to take remedial classes, further narrowing their access to arts instruction.

A few elementary and most secondary schools have access to music programs taught by music specialists. Dance and theatre receive minimal attention in comparison. Visual arts specialists instruct on the secondary level in most Utah schools, but at the elementary level, visual art is rarely taught by highly qualified specialists. Utah board rule defines the arts as core subjects in elementary schools, but a general elementary teaching certificate in Utah requires no coursework in the arts. Utah does have an endorsement program for elementary teachers conducted through the Utah State Office of Education. Elementary teachers utilize various opportunities to improve their capacity to teach one art form of their choice, and by demonstrating competence in teaching dance, music, theatre, or visual arts; they receive a certificate of endorsement.

Despite the current situation, arts education practice in Utah has many bright spots. Professional artistic companies systematically serve school districts with assembly performances and professional development opportunities, all funded by the Utah Legislature. Four universities received gifts from philanthropist Beverley Taylor Sorenson. Now each university is endowed either a chair in arts education or personnel charged with fostering arts education through both pre-service and in-service. Throughout the state, classroom teachers are setting aside time for collaboration. Arts charter schools are increasing; and many parents continue to advocate for arts education.

This is an important time to focus on arts education. Utah faces formidable educational challenges. Superintendent Larry Shumway, in his State of Utah Education Address (November, 2009), reported that Utah has over 560,000 students. In 2009, Utah had 19 new schools and 12,000 more students without any increase in funding to accommodate this growth. In what is termed the Utah Paradox, the state has thousands of children and youth and high taxes, but less money per child for education. Utah ranks 50th in the nation for per-pupil expenditure. Public education's share of the total state budget has fallen from 36% in 1990 to less than 30% today. In addition, Utah ranks 7 percent higher than the national average in class size.

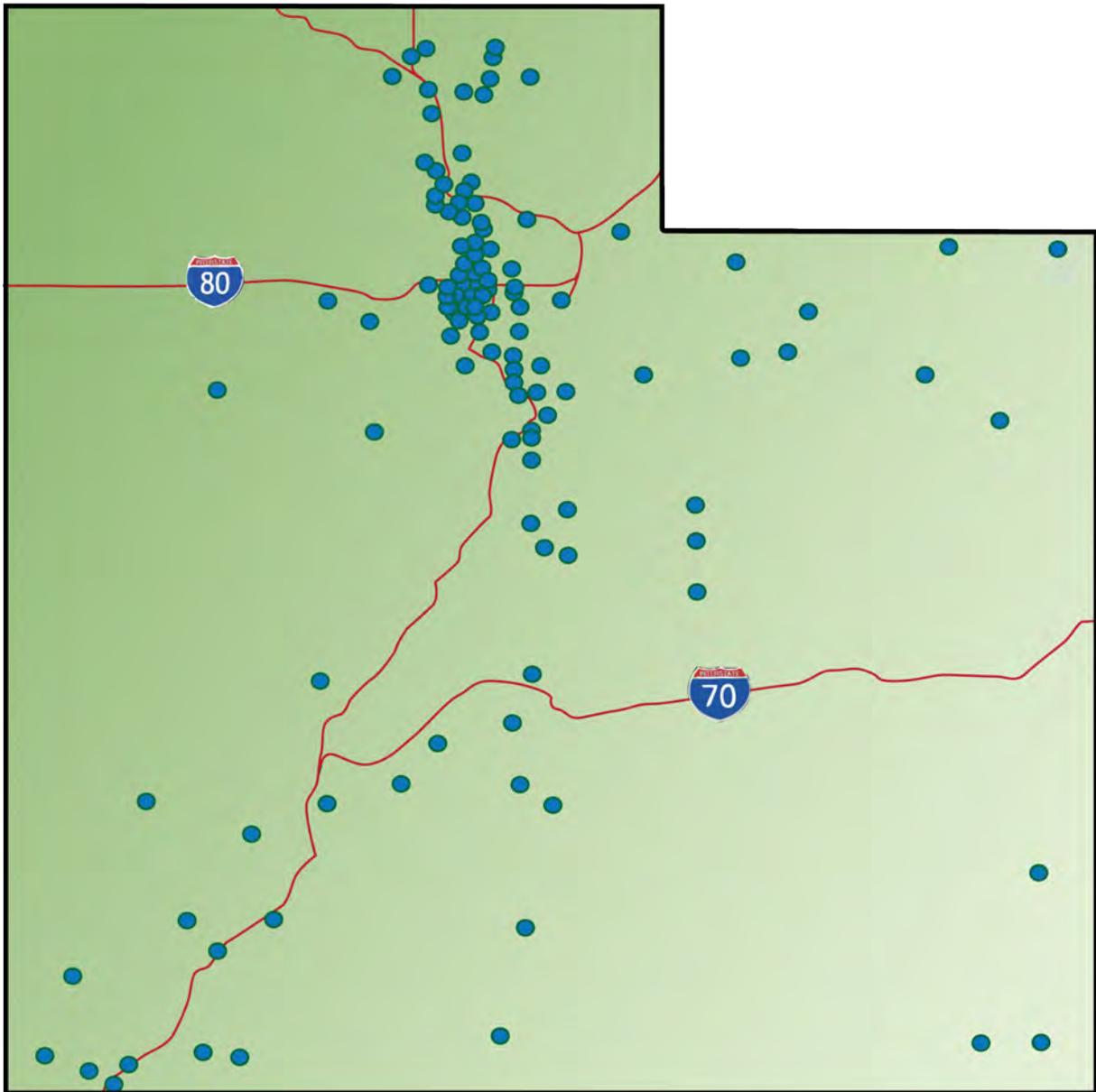
Despite these challenges, research-based evidence about the value of arts education continues to grow. Utahns want arts education--the number one concern voiced by Utahns participating in the Utah Arts Council Listening Tour was arts education--the reduction of it in schools and the lack of it in community settings. We are confident that Utahns can use this information to advocate for and shape the future of arts education in Utah.

RESEARCH HIGHLIGHTS:

- Utah ranks fourth, behind Idaho, Montana and Wyoming, in the number of arts specialists delivering instruction to students.
- 33% of all the arts teachers in Utah schools have a college degree in the art form they are teaching.
- 42% of the instruction in the arts in Utah elementary schools is delivered by volunteers and/or parents with interest in the arts.
- According to principals, 65% of Utah's schools believe their districts treat the arts as part of the core curriculum.
- 77% of schools in the state are familiar with the Utah Fine Arts Core Curriculum and the Elementary Guidebook for dance, music, theatre, and visual arts.
- 70% of secondary school students choose to take arts as their electives, which comprise 41% of the electives offered.
- The number one response to the SAEA survey question "What would most improve arts instruction in your school?" was "a certified visual arts specialist."
- 80% of the Utah schools that responded to the survey utilize visiting professional artistic company performances and field trips.
- 5% of the schools that responded to the survey use between \$5,000 and \$10,000 of their Trust Land funds to support the arts.



SURVEY DEMOGRAPHICS



When designing the study, the researchers felt that 30% of the total schools in the state would be an excellent sample for each state. This target was set as the sampling goal. Three of the states participating in the survey achieved a sample of greater than 30% of total schools, and the fourth state was close to the goal. The areas of the state covered in the survey are indicated in the map above. Researchers involved with this study were pleased that relative to typical research projects of this kind, the responses obtained were excellent.

Survey Findings

TEACHERS

Teacher to student Ratios

Arts specialists face monumental tasks. Arts specialists are full-time teachers (FTEs), licensed, endorsed, and certified with a college degree in the art form they teach. Teacher-to-student ratios in Utah are very low for arts specialists. Reasonable class sizes are possible in the areas of math, language arts, science, and social studies because many teachers are credentialed in these areas and they share in the task of instructing students. Arts specialists, however, are often the only qualified teachers in their area and may be responsible for instructing every student in the school in the art form they teach.

Arts specialists can face an enormous task in the fulfillment of their responsibilities. For example, based on the results of the SAEA survey, the ratio for a visual arts specialist teaching in an elementary school in Utah is one teacher to approximately 760 students. This low teacher-to-student ratio makes the tasks of arts teachers difficult. The probability of all students receiving arts instruction from a highly qualified teacher in a school with Utah's average teacher-to-student ratio is low. See Tables A and B.



Table A: Average Specialist to Student Ratio for Music

School Type	Ratio
Elementary	1 to 895
Secondary	1 to 274

For Our Children and Youth: A Report on the Status of Arts Education in Utah

Source: Bothell Assessment and Research and WESTAF 2010

Table B: Average Specialist to Student Ratio for Visual Art

School Type	Ratio
Elementary	1 to 754
Secondary	1 to 245

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Source: Bothell Assessment and Research and WESTAF 2010

Table C: Average Student Enrollment

Elementary Schools	Middle/Junior High Schools	High Schools
501	629	519

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Source: Bothell Assessment and Research and WESTAF 2010

Table D: Average Number of Full-time Teachers and FTE Arts Specialists* in an Average Utah School

Teachers	Elementary Schools	Middle/Junior High Schools	High Schools
Full-time Teachers	23.9	25.8	36.2
FTE Arts Specialists	0.6	3.3	3.6

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Source: Bothell Assessment and Research and WESTAF 2010

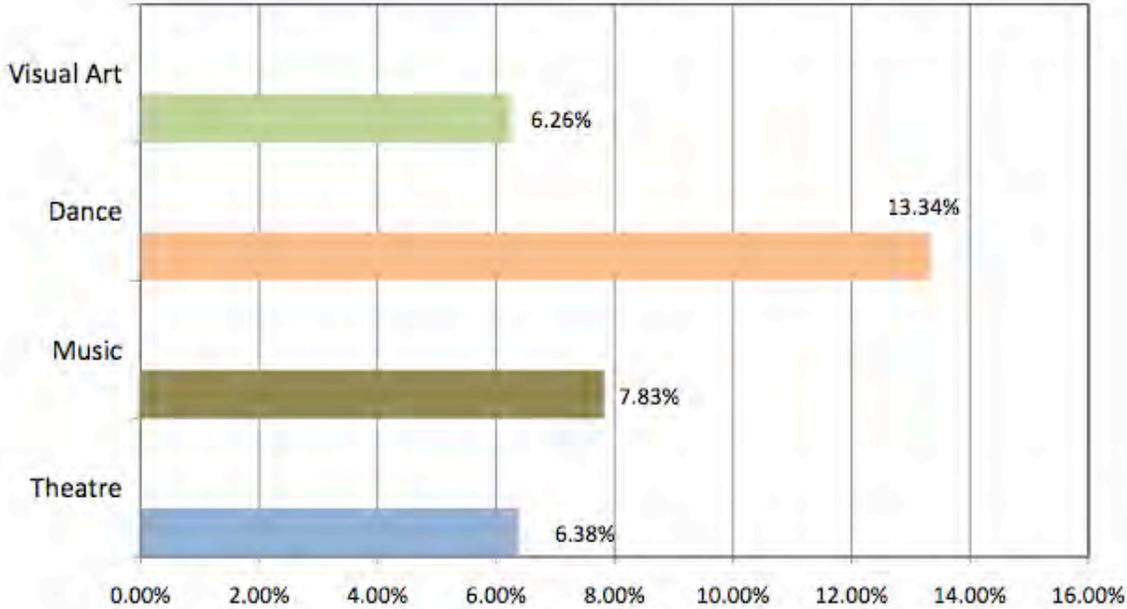
**Art specialists are teachers that are full-time teachers (FTEs), licensed, endorsed and certified with a college degree in the art form they teach.*

ENROLLMENT TRENDS

Enrollment patterns are always changing, especially as a state's population changes. The following graph points to the direction of change in enrollment patterns for Utah. The figure compares the enrollment in Utah schools from the 2006-2007 school year to the 2009-2010 school year. No significant change occurred in Utah's average per school total enrollment.

In the arts, Utah schools experienced an increase in student enrollment in each art form, particularly in the area of dance.

Figure 1: Difference in Average Percentage of Students Enrolled in Art Courses 2006-2007 year compared to 2009-2010 school year



TEACHER QUALIFICATIONS

Teachers of varying levels of preparation provide arts education across Utah schools. Utah uses many volunteers and parents with an interest in the arts and/or experience in teaching the arts at the elementary level. See Table E for a breakdown of teacher qualifications by elementary schools and secondary schools.

Increased instruction by arts specialists is desired by all schools. Given the great disparity of success in obtaining and using specialists, much can be learned as each school discusses strategies and approaches to funding, hiring, and using specialists. Also, given the amount of instruction provided by highly qualified classroom teachers, access to professional development and training for arts endorsements and licensing remains an important challenge for every school. The SAEA survey found that an average of two elementary teachers and two secondary school teachers per school in Utah were working on arts endorsements or degrees.

By art form, dance is taught with the highest level of teacher preparation or with the most specialists at the secondary level. Music is taught with the second highest level of teacher preparation, and visual art ranks third. At the elementary level, dance and music are taught with the most specialists, and visual art is taught with the third most specialists. See Tables E through I.

There are considerable differences in the levels of teacher preparation for arts instruction in elementary schools when compared to teacher qualifications at secondary schools. Elementary schools are highly dependent on volunteers and parents with arts interest or experience.

Table E: Frequency Students Receive Instruction from Teachers with Certain Qualifications

Qualifications	Secondary	Elementary
Specialists with a College Degree in the Art Form	78%	19%
Classroom Teachers With Arts Primary Assignments	12%	25%
Paraprofessionals or Prep-Time Specialists	5%	11%
Artists	3%	3%
Volunteers/Parents With Arts Interest or Experience	2%	42%

For Our Children and Youth: A Report on the Status of Arts Education in Utah

Source: Bothell Assessment and Research and WESTAF 2010

Table F: Teachers or Other Personnel Who Teach Visual Art

Teachers or Other Personnel Who Teach Visual Art	Secondary	Elementary
Specialists with a College Degree in the Art Form	75%	15%
Classroom Teachers With Arts Primary Assignments	12%	15%
Artists	5%	5%
Paraprofessionals or Prep-Time Specialists	8%	8%
Volunteers/Parents with Arts Interest or Experience	0%	57%

For Our Children and Youth: A Report on the Status of Arts Education in Utah
 Source: Bothell Assessment and Research and WESTAF 2010

Table G: Teachers or Other Personnel Who Teach Dance

Teachers or Other Personnel Who Teach Dance	Secondary	Elementary
Specialists with a College Degree in the Art Form	87%	26%
Volunteers/Parents With Arts Interest or Experience	2%	21%
Classroom Teachers with Arts Primary Assignments	4%	32%
Artists	0%	2%
Paraprofessionals or Prep-Time Specialists	7%	19%

For Our Children and Youth: A Report on the Status of Arts Education in Utah
 Source: Bothell Assessment and Research and WESTAF 2010

Table H: Teachers Who Teach Music

Teachers Who Teach Music	Secondary	Elementary
Specialists with a College Degree in the Art Form	78%	26%
Classroom Teachers With Arts Primary Assignments	16%	30%
Volunteers/Parents With Arts Interest or Experience	2%	30%
Paraprofessionals or Prep-Time Specialists	2%	14%
Artists	2%	1%

For Our Children and Youth: A Report on the Status of Arts Education in Utah

Source: Bothell Assessment and Research and WESTAF 2010

Table I: Teachers Who Teach Theatre

Teachers Who Teach Theatre	Secondary	Elementary
Specialists with a College Degree in the Art Form	72%	6%
Classroom Teachers With Arts Primary Assignments	13%	52%
Paraprofessionals or Prep-Time Specialists	7%	9%
Volunteers/Parents With Arts Interest or Experience	4%	30%

For Our Children and Youth: A Report on the Status of Arts Education in Utah

Source: Bothell Assessment and Research and WESTAF 2010

REDUCTION IN ARTS FTEs

Given today's economic situation and the reduction in school budgets, one might expect large reductions in the number of arts FTEs or full-time teachers. However, results of the SAEA survey found those losses to be only moderate. From the school years 2008 to 2009 and 2009 to 2010, few schools across the state lost FTE arts teacher positions. Table J outlines the number of schools that lost FTE arts positions by art form and by type of school.

Table J: Number and Percent of Schools that Lost an Arts FTE Position over the Last Two Years

Number and Percent of Schools that Lost an Arts FTE Position over the Last Two Years	Secondary	Elementary
Visual Art	10 (12%)	3 (3%)
Theatre	4 (5%)	0 (0%)
Dance	3 (4%)	2 (2%)
Music	0 (0%)	0 (0%)

For Our Children and Youth: A Report on the Status of Arts Education in Utah

Source: Bothell Assessment and Research and WESTAF 2010

STUDENT LEARNING

Receiving High-Quality Instruction

Developers of the SAEA survey sought to collect information regarding the quality of students' art experiences. To properly evaluate the arts' standing as a core academic subject as outlined under the No Child Left Behind (NCLB) law, instruction was assessed using the following criteria:

- Instruction followed a sequential and ongoing arts curriculum;
- Instruction was aligned with state and/or national arts standards; and
- Instruction was taught by a certified/licensed and endorsed specialist.

Table K provides an estimate of the percentage of schools across Utah that provide high-quality arts experiences meeting the above criteria. The percentage of schools providing instruction that did not meet the above criteria could not be estimated for this report based on the survey results.

More Utah schools provide music instruction at the elementary level than any other art form. Visual art is provided by the second highest number of schools, followed by no instruction in visual art, dance, music or theatre. Dance and theatre are provided fourth and fifth respectively at the elementary level. Visual art instruction is provided most at the secondary level, followed by music and theatre.

Table K: Percentage of Schools in the State Where Students Received Highly Qualified Instruction

Percentage of Schools in the State Where Students Received Highly Qualified Instruction	Secondary	Elementary
Visual Art	89%	51%
Music	82%	58%
Theatre	69%	12%
Dance	33%	17%
None of the Above	2%	30%

For Our Children and Youth: A Report on the Status of Arts Education in Utah

Source: Bothell Assessment and Research and WESTAF 2010

The arts instruction provided by 30% of Utah schools participating in the survey did not meet the criteria to be considered high-quality. These schools may have provided some form of arts instruction that was not high-quality as defined in the survey, or they provided no arts instruction of any type. As a hypothetical analysis to understand the impact for these schools, if 30% of Utah elementary schools provided no instruction of any type, it would equate to approximately 29,500 students who did not receive arts instruction.

The findings in Table K suggest that if Utah administrators want to have every student in every school experience visual art instruction from a highly qualified specialist, they would have to hire, place, and provide funding for an average of 49% more elementary schools and 11% more secondary schools.

MINUTES PER WEEK STUDENTS SPENT STUDYING ART FORMS

The time students spent studying each art form varied greatly from elementary school to junior high and high school. The minutes also varied greatly across the four states that were involved in the study. Tables L through N list the estimates provided by respondents. Wyoming and Montana generally provided longer art class periods than Idaho and Utah at the elementary level. At the junior high level, the opposite occurs with Utah, which provided longer class periods.

Table L: Average Minutes Students Spend Studying Each Art Form Each Week at the Elementary Level

Average Minutes Students Spend Studying Each Art Form Each Week at the Elementary Level	Utah	Idaho	Montana	Wyoming
Music	57	70	108	87
Theatre	35	106	62	141
Visual Art	51	60	87	83
Dance	31	44	21	33

For Our Children and Youth: A Report on the Status of Arts Education in Utah

Source: Bothell Assessment and Research and WESTAF 2010

Table M: Average Minutes Students Spend Studying Each Art Form Each Week at the Junior High Level

Average Minutes Students Spend Studying Each Art Form Each Week at the Junior High Level	Utah	Idaho	Montana	Wyoming
Music	241	199	171	186
Visual Art	214	185	154	167
Theatre	195	152	91	186
Dance	148	131	26	35

For Our Children and Youth: A Report on the Status of Arts Education in Utah

Source: Bothell Assessment and Research and WESTAF 2010

Table N: Average Minutes Students Spend Studying Each Art Form Each Week at the High School Level

Average Minutes Students Spend Studying Each Art Form Each Week at the High School Level	Utah	Idaho	Montana	Wyoming
Music	262	262	332	208
Visual Art	235	235	357	245
Theatre	205	205	237	212
Dance	154	154	90	122

For Our Children and Youth: A Report on the Status of Arts Education in Utah

Source: Bothell Assessment and Research and WESTAF 2010

SCHOOL DISTRICT SUPPORT

When asked whether the district treats the arts as core curriculum, “No” was the most common answer in three of the four states. The exception was Utah where 65 percent of schools answered “Yes.” Table O illustrates the percentage of school districts in the state that treat the arts as core curriculum. District support can improve the quality of instruction and increase the number of students that participate in arts learning. District support makes it easier for school principals to integrate the arts into curriculum. Schools that suffer from a lack of district support often fail to meet their arts education goals. One of the most telling signs of strong district support for the arts comes from the number of workshops or professional development opportunities offered by the district. These workshops are the most popular form of professional development for the arts. See tables in the Professional Development section of this report for a review of district workshops attended by arts instructors.

Table O: Schools’ Perspective Concerning Whether the District Treats Arts as Core Curriculum

Schools’ Perspective Concerning Whether the District Treats Arts as Core Curriculum	Utah	Idaho	Montana	Wyoming
Yes	65%	28%	43%	41%
No	23%	62%	49%	51%
Unsure	12%	10%	7%	8.00%

For Our Children and Youth: A Report on the Status of Arts Education in Utah

Source: Bothell Assessment and Research and WESTAF 2010

SCHOOLS COMMITMENT TO THE ARTS AND TO ART STANDARDS

Including and clearly articulating the arts in a school's improvement plan demonstrates a commitment to the arts. Less than half of the schools surveyed in Utah demonstrate that level of commitment (see Table P).

When schools are familiar with state standards for arts instruction, it is presumed that the quality of arts instruction improves and the commitment would typically be higher in schools that strive to adhere to state curriculum standards. Familiarity with state standards could be improved in Utah. The results of the SAEA survey provide data on schools' familiarity with state standards; however, a school's familiarity with state standards does not necessarily indicate that it follows or adheres to those standards (see table Q).

In addition to following state standards and including the arts in a school's improvement plan, participating in co-curricular activities or other arts education activities also demonstrates a commitment to the arts. Tables R and S show the number of schools that participated in these types of activities. Band/choir and instrumental performances were the co-curricular activities with the highest level of participation in Utah schools.

Table P:

Utah Schools that Include and Clearly Articulate the Arts in the School Improvement Plan	
Yes	47%
No	53%

For Our Children and Youth: A Report on the Status of Arts Education in Utah

Source: Bothell Assessment and Research and WESTAF 2010

Table Q:

Utah Schools that Are Familiar with the Content Standards for the Arts in Their States	
Yes	77%
No	23.00%

For Our Children and Youth: A Report on the Status of Arts Education in Utah

Source: Bothell Assessment and Research and WESTAF 2010

Table R: Percentage of Schools that Participated in Co-Curricular Activities

Utah Percentage of Schools that Participated in Co-Curricular Activities	
Band/Choir performances or instrumental/vocal music performances	78%
Music Rehearsals	56%
Theatre rehearsals/productions	56%
Organized enrichment/remediation classes in the arts	30%
Poetry Out Loud	19%
Literary Magazine	9%
None of the Above	1%
Other	0%

For Our Children and Youth: A Report on the Status of Arts Education in Utah

Source: Bothell Assessment and Research and WESTAF 2010

Table S: Percentage of Schools that Participated in Other Arts Education Activities

Utah Percentage of Schools that Participated in Other Arts Education Activities	
Assemblies	83%
Visiting Performing Groups	80%
Field Trips/Museum Tours	78%
Integrated Projects	53%
Projects with Outside Arts Organizations	30%
Artists in Residence	28%
Art Parents	27%
Special Projects	27%
Other	8%

For Our Children and Youth: A Report on the Status of Arts Education in Utah

Source: Bothell Assessment and Research and WESTAF 2010

MOST HELPFUL TO IMPROVE LEARNING IN THE ARTS

To discover what would be most helpful to improve learning in the arts for students, each school ranked its top five choices from the following list. The most popular choice was to have a certified specialist for teaching visual art. See Table T for state ranks from among the list.

- Availability of arts curriculum standards
- Availability of more arts supplies or equipment (for any arts discipline)
- Availability of more curriculum materials (textbooks)
- Certified specialist for teaching visual art
- Certified specialist for teaching dance
- Certified specialist for teaching music
- Certified specialist for teaching theatre
- Change in school board and/or administrative policies and procedures
- District arts coordinator
- Facilities and classroom space
- Funding for community and state arts resources
- More flexibility in scheduling
- Planning time with other teachers
- Professional development opportunities
- Training for classroom teachers in arts education
- Training on integrating the arts into other subjects

Table T: Most Helpful to Improve Learning in the Arts

1 indicates most helpful

Most Helpful to Improve Learning in the Arts	Rank
Certified specialist to teach visual art	1
Certified specialist for teaching music	2
Availability of more arts supplies or equipment (for any arts discipline)	3
Funding for community and state arts resources	4
More flexibility in scheduling	5

For Our Children and Youth: A Report on the Status of Arts Education in Utah

Source: Bothell Assessment and Research and WESTAF 2010

DIVERSITY OF ARTS EDUCATION ASSESSMENT METHODS

Schools that use state developed and required assessments are more likely to be aligned with state curriculum standards for arts instruction and would presumably provide a higher quality arts instruction. The percentage of schools across the state that use state developed and required arts assessments is low (see Table U). For example, based on the SAEA survey results, approximately 18 schools out of 292 in Utah use state developed assessments.

The most popular method for assessing arts education is teacher developed assessment. Students' learning in the arts is often perceived as difficult to assess. Given that perspective, it is not surprising that teachers are more comfortable designing their own assessments. In contrast, given perceptions of the difficulty in assessing arts learning, it is surprising that a relatively low percentage of schools do not assess the arts at all. Approximately 44 out of 292 schools in Utah are not evaluating student performance.



Table U: Percentage of Schools that use the Assessment Method

Utah Percentage of Schools that use the Assessment Method	
Teacher Developed Assessments	66%
School Informances – Students Presenting What They Learned	59%
Reported on Report Cards	55%
Student Presented Work at Parent Teacher Conferences	40%
District Sponsored Performance Assessments (festivals or adjudicated arts exhibits)	23%
No Assessments	15%
District Developed and Required Assessments	10%
State Developed Assessments	7%
State Required Assessments	6%

For Our Children and Youth: A Report on the Status of Arts Education in Utah

Source: Bothell Assessment and Research and WESTAF 2010

ELECTIVE COURSE OFFERINGS AND REQUIRED CREDIT HOURS

At the junior high and high school level, the number of elective course offerings either limit students' contact with the arts or increase student contact with the arts. Table V lists the number and percent of arts electives offered and the percentage of students choosing to take arts as their electives. In addition, it details the average number of courses offered per art form.

Table V: Elective Course Offerings

Utah Schools' Elective Course Offerings	
Number of Elective Courses Offered at the School	39
Number of Elective Courses Offered that are Arts Electives	16 (41%)
Percentage of Students Choosing to Take Arts as Their Electives	70%

For Our Children and Youth: A Report on the Status of Arts Education in Utah

Source: Bothell Assessment and Research and WESTAF 2010

PROFESSIONAL DEVELOPMENT

As educators address content standards for student learning in the arts, they move away from exposing students to the arts and move toward instructing students in the arts, especially the skills and processes associated with an art form.

Eric Johnson, Artist and Educator

A comparison of the number of administrators that participated in arts professional development to the number of schools that responded to the SAEA survey lead to the conclusion that approximately half of the state's administrators are participating in arts professional development throughout the year.

Table W: Professional Development Activities Participated in During the Last Year Totals Across the State – Numbers of Participants

Professional Development Activities Participated in During the Last Year Totals Across the State – Numbers of Participants	Specialists	Other Teachers	Administrators
School Workshops	502	823	53
District Workshops	371	403	28
University/Community College Workshops	149	120	19
National Conferences	57	28	3
State Arts Council Workshops	192	137	15
State Dept. of Education/Office of Public Instruction Workshops	82	69	10
Instruction or Mentoring from Professional Artists	201	225	23
Workshops Offered by Arts Organizations	197	183	11
Other	31	17	5

For Our Children and Youth: A Report on the Status of Arts Education in Utah

Source: Bothell Assessment and Research and WESTAF 2010

COMMUNICATING ARTS EDUCATION INFORMATION

Teachers and administrators first turn to the state department of education or office of public instruction to get information about arts education, yet a high percentage of teachers are not familiar with the the state arts council's professional development offerings. This finding may suggest that state offices can improve communication with their respective arts agencies or better act as a communication agent to promote the arts council's offerings to teachers and administrators. From the findings in Table Y, it is clear that individuals rely on the state office and state arts council for arts education information more than any other source.

Table X: Familiarity with Teacher Professional Development Activities in the Arts Offered by State Arts Council

Utah Familiarity with Teacher Professional Development Activities in the Arts Offered by State Arts Council	
Yes	53%
No	47%

For Our Children and Youth: A Report on the Status of Arts Education in Utah

Source: Bothell Assessment and Research and WESTAF 2010

Table Y: Percentage of Schools that Receive Arts Education Information through These Methods

Utah Percentage of Schools that Receive Arts Education Information through These Methods	
District Arts or Curriculum Coordinators	34%
State Department of Education/Office of Public Instruction	24%
State Arts Council (including its listserv)	17%
Conferences	14%
Listservs	4%
Professional Journals	4%
Other	3%

For Our Children and Youth: A Report on the Status of Arts Education in Utah

Source: Bothell Assessment and Research and WESTAF 2010

ARTS PROFESSIONAL DEVELOPMENT INCENTIVE METHODS

The most popular incentive methods for arts professional development are credits for professional development and compensation. Table Z reviews the professional development incentive methods used by Utah schools.

Table Z: Percentage of Schools that Use Incentive Methods for Professional Development

Percentage of Utah Schools that Use Incentive Methods for Professional Development	
Credits for Professional Development	30%
Compensation	26%
Credits Toward Compensation (Lane Changes)	23%
Release Time	16%
None	5%
Credits for Recertification	0%

For Our Children and Youth: A Report on the Status of Arts Education in Utah

Source: Bothell Assessment and Research and WESTAF 2010

COLLABORATION AMONG TEACHERS AND INVOLVEMENT WITH THE DISTRICT AND COMMUNITY

The results of the SAEA survey suggest that in the average school in Utah, approximately one hour per week is spent in collaboration with the school district or community to plan arts instruction or integration of the arts with other core subjects. Table AA lists the average paid hours per school per year devoted to collaboration.

Table AA: Average Paid Hours Per School Per Year – Devoted to Collaboration Among Teachers (e.g, professional learning communities)

Utah Average Paid Hours Per School Per Year – Devoted to Collaboration Among Teachers (e.g, professional learning communities)	
Among Arts Specialists (Visual Art, Dance, Music, Theatre)	40
Arts Specialists with Teachers Other Disciplines	33

For Our Children and Youth: A Report on the Status of Arts Education in Utah

Source: Bothell Assessment and Research and WESTAF 2010

The levels of involvement Utah schools have with districts, communities, and parents varies. Tables AB through AH quantify the average level of involvement across the state. Generally, involvement is high with districts and low with the community and parent organizations like the PTA.

Table AB: Percentage of Schools that Have a District Arts Coordinator

Yes	No
73%	27%

For Our Children and Youth: A Report on the Status of Arts Education in Utah

Source: Bothell Assessment and Research and WESTAF 2010

Table AC: Percentage of Schools that Send Faculty to District Arts Meetings

Yes	No
64%	36%

For Our Children and Youth: A Report on the Status of Arts Education in Utah
Source: Bothell Assessment and Research and WESTAF 2010

Table AD: Percentage of Schools that Send Arts Faculty to District Curriculum Meetings

Yes	No
49%	51%

For Our Children and Youth: A Report on the Status of Arts Education in Utah
Source: Bothell Assessment and Research and WESTAF 2010

Table AE: Percentage of Schools that Send Faculty to Local School Board Hearings/Meetings

Yes	No
27%	73%

For Our Children and Youth: A Report on the Status of Arts Education in Utah
Source: Bothell Assessment and Research and WESTAF 2010

Table AF: Percentage of Schools that Have an Arts Person Represented on the School Community Council

Yes	No
29%	71%

For Our Children and Youth: A Report on the Status of Arts Education in Utah
Source: Bothell Assessment and Research and WESTAF 2010

Table AG: Number of Teachers that Present at Arts Education Professional Development Conferences

Average Across State in this Sample	Average Per School
130	.55

For Our Children and Youth: A Report on the Status of Arts Education in Utah

Source: Bothell Assessment and Research and WESTAF 2010

Table AH: Percentage of Schools that Have the Following Resources

Percentage of Utah Schools that Have the Following Resources	% of Schools
PTA Arts Ed Representative, PTO, Parent Arts Booster Club	25%
Faculty Arts Education Committee	13%
Arts Specialists	21%
None of the Above	16%
School – Community Arts Partnership	9%
Community Council Arts Education Parent Representative	8%
Community Council Arts Education Teacher Representative	8%

For Our Children and Youth: A Report on the Status of Arts Education in Utah

Source: Bothell Assessment and Research and WESTAF 2010

SPACE AND RESOURCES

Teaching requires resources. Teachers of any subject will tell you that student learning decreases when the environment in the classroom does not fully support learning. Without appropriate space and equipment, teachers struggle to help students learn. At best, without appropriate space and equipment, students will be introduced to the subject matter, yet learn and remember very little.

Table AI illustrates perhaps one of the largest challenges to teaching arts in public schools. A large number of schools suffer from a lack of room/space designed and equipped for teaching solely each art form. Dance and theatre suffer the most from a lack of space. The subject of music suffers the least from a lack of space and equipment. Given this finding, it becomes more clear why dance and theatre are taught the least among the four art forms. For theatre and dance resources, see Table AJ.



Table AI: Percentage of Schools in the State that have Appropriate Room/Space Designed and are Equipped for Teaching Solely the Art Form

Percentage of Utah Schools that have Appropriate Room/Space Designed and are Equipped for Teaching Solely the Art Form	
Music	
Yes	65%
No	35%
Visual Art	
Yes	53%
No	47%
Theatre	
Yes	32%
No	68%
Dance	
Yes	22%
No	78%

For Our Children and Youth: A Report on the Status of Arts Education in Utah

Source: Bothell Assessment and Research and WESTAF 2010

Table AJ: Percentage of Schools in the State with Theatre and Performing Spaces that have Appropriate Lighting and Sound Equipment

Percentage of Utah Schools with Theatre and Performing Spaces that have Appropriate Lighting and Sound Equipment	
Yes	74%
No	26%

For Our Children and Youth: A Report on the Status of Arts Education in Utah

Source: Bothell Assessment and Research and WESTAF 2010

FUNDING AND OTHER RESOURCES

Like space and equipment, funding, internships, artist residencies and technical assistance are needed to further arts education. State arts agencies can provide such resources. Yet only a moderate percentage of schools are familiar with the state art council's offerings (see Table AK). Although familiarity with these offerings does not guarantee schools will try to obtain such support, it does open the door for schools to seek support. Currently across Utah, approximately 35% of all schools do not know they can seek such support.

Table AK: Percentage of Schools that are Familiar with State Art Council Offerings

Percentage of Utah Schools that are Familiar with State Art Council Offerings	
Artists Residencies	65%
Grants	63%
Professional Development	62%
Artists Directories/Rosters	31%
Technical Assistance	23%

For Our Children and Youth: A Report on the Status of Arts Education in Utah
Source: Bothell Assessment and Research and WESTAF 2010

A high percentage of schools did not receive money for arts education in the last year from any of the following funding resources listed in Table AL. District funding, PTA/PTO funding, and individual contributions are the most popular funding sources for Utah.

Table AL: Percentage of Schools that Received Money From These Sources

Percentage of Schools that Received Money From These Sources	
PTA/PTO	35%
District	33%
Transfer of Funds Within School Budget	31%
Individual Contributions (parents, grandparents)	27%
Donations In-Kind	19%
Fund Raisers Specifically for the Arts	19%
Foundations	17%
Other Grants	15%
Businesses	13%
Grants from the State Arts Council	11%
Local Arts Councils	10%
State Lottery	0%

For Our Children and Youth: A Report on the Status of Arts Education in Utah

Source: Bothell Assessment and Research and WESTAF 2010

The schools that received funding for arts education support most often used the money for arts materials, supplies, equipment or instruments, arts field trips or arts assemblies. The funds were least often used for the development of sequential arts curriculum. Table AM reviews uses of arts education funding.

Table AM: Percentage of Schools that Used Received Money for These Items

Percentage of Utah Schools that Used Received Money for These Items	
Arts Materials, Supplies, Equipment, Instruments	61%
Arts Field Trips	35%
Arts Assemblies	34%

For Our Children and Youth: A Report on the Status of Arts Education in Utah

Source: Bothell Assessment and Research and WESTAF 2010

Table AN: Percentage of Schools That Have a Multi-Year Partnership or Collaboration with Artists, Arts Companies, or Cultural Organizations that Help Meet the School/District Arts Education Goals

Percentage of Utah Schools That Have a Multi-Year Partnership or Collaboration with Artists, Arts Companies, or Cultural Organizations that Help Meet the School/District Arts Education Goals	
Yes	20%

For Our Children and Youth: A Report on the Status of Arts Education in Utah

Source: Bothell Assessment and Research and WESTAF 2010

Collaborations with artists or art companies can be a great way to meet arts education goals. Multi-year partnerships can extend resources and improve the amount and quality of arts education for students. Many schools in Utah have not found a way to take advantage of these resources.

CURRENT ARTS EDUCATION PARTNERS NOTED BY RESPONDENTS

A.R.T.S. Inc.
art works for kids!
Ballet West
Beverley Taylor Sorensen
Bountiful Arts Center
Brigham Young University Fine Arts
BYU Dance Kinnect
Children's Dance Theatre/Virginia Tanner Dance
Ogden Symphony
POPs (Professional Outreach Programs in Schools)
Repertory Dance Company
Ririe-Woodbury Dance Company
Salt Lake City Arts Council
Southern Utah University Art Department
Springville Museum of Art
Spy Hop Productions
St. George Arts Council
Sundance Film Festival
Tminus5 Musical Group
UAC Traveling Exhibition Program
Utah Division of Arts and Museums' Utah Arts Council Arts Education
Utah Festival Opera
Utah Museum of Fine Arts - Art in a Box
Utah Shakespearean Festival
Utah State University Art Department and Gallery
Utah Symphony Opera
Visual Art Institute
VSA arts of Utah/Art Access Gallery
Z-Arts Foundation

OBSTACLES TO ARTS EDUCATION

Table AO: Percentage of Schools that Selected the Following as the Greatest Obstacle to Utilizing Arts Education Resources

Percentage of Schools that Selected the Following as the Greatest Obstacle to Utilizing Arts Education Resources	
Budget Constraints	28%
Time in the School Day	25%
Competing Priorities (e.g. Testing, remediation)	23%
Insufficient Space/Facilities	12%
Lack of Information on Available Programs	10%
No Obstacles	2%
Other	1%

For Our Children and Youth: A Report on the Status of Arts Education in Utah

Source: Bothell Assessment and Research and WESTAF 2010

In its SAEA survey, Utah included an open-ended question concerning the benefits of providing arts education in schools. The top response to that question related to educating the whole child and developing well-rounded students. The second most frequent response related to student improvement in other core subjects and higher test scores as a result of arts education in the schools. The third most common response pertained to reaching students who struggle to achieve or excel in other curriculum areas. Comments of this nature often referred to building students' self-esteem and confidence.

Table AQ: Utah responses to open-ended question regarding the benefits of providing arts education

Utah responses to open-ended question regarding the benefits of providing arts education	
Provides a wholistic education and develops well-rounded students	28%
Improves student achievement and test scores in other core subjects	19%
Builds self-esteem in students who do not excel in other curriculum areas	16%
Improves school attendance, keeps students in the school, attracts students to the school, and increases parent involvement	7%
Builds appreciation for the arts, provides exposure to the arts and learning in the arts	5%
Increases students' ability to problem solve, collaborate, use critical thinking skills, and make decisions	5%
Helps students remember concepts better	4%
Helps students enjoy life, live happily, and use leisure time better	4%
Improves overall school culture	3%
Increases students' awareness of art all around them	3%
Increases students' emotional intelligence	2%
Increases teacher and administrator morale	1%
Improves student behavior	1%
Improves No Child Left Behind and AYP test scores	.5%

For Our Children and Youth: A Report on the Status of Arts Education in Utah

Source: Bothell Assessment and Research and WESTAF 2010

QUOTES FROM THE SURVEY

The arts enhance student learning. I have witnessed it at another school. We had artist visits regularly and 10 classes had operas performed for children by children. Students' language arts core test scores were over 90% district wide. Since the school stopped the artist involvement and operas, they have dropped off.

- Teacher

Our school is very small and we are located in a rural area in Utah. When compared to larger schools, we are unable to provide as much arts education as others, but we are providing our students with as much as possible. I attribute our students' success and enjoyment of the arts to our classroom teachers, who know the benefit of providing our students with experiences in all art forms.

Teacher

Students who take arts classes perform better in all of their other classes. Students love the opportunity to be creative and share their work with others.

Principal

Our homeroom teachers have not truly taught the arts in any form in so many years, they are scared to try. They are also so focused on math and language arts instruction, they don't take or have the time for arts professional development--although they love arts professional development if I, as the principal, offer it at the school, where they feel safe.

Principal

Our music and visual arts specialists share a room, which is called the NEAT Room (North Elementary Arts Team). We have collaborated as a team to teach lessons that integrate music and visual arts.

Principal

EVERYONE CAN PLAY A ROLE TO ENLIVEN and INCREASE ARTS EDUCATION

Educators, parents, cultural organizations, policy makers, funders and community leaders can all play a role in achieving ongoing, in-depth, and consistent art education for all K-12 students.

Schools and school districts

- Establish clear, long-term plans for advancing arts education.
- Support and advocate for state and local policies that support these efforts.
- Develop arts education committees to plan, implement, and monitor arts education policies and programs; include school community councils, teachers, school leaders, parents, and community advocates in these efforts.
- Establish guidelines for minimum funding levels and staffing requirements to fully support arts instruction, curriculum development, professional development, materials, and planning time.

Principals and teaching faculty

- Adopt flexible schedules that provide time for arts education during the regular school day.
- Provide common planning time for arts educators and classroom teachers to develop connections between different areas of classroom curriculum.
- Work with parents to increase community understanding and support for arts education.

State partners and funders

- Establish and support policies that advance arts education for every Utah student.
- Provide professional development for principals and teachers in arts education implementation.
- Evaluate ongoing statewide progress in arts education at regular intervals using the baseline established in AERI research, as well as Utah State Office of Education assessment implementation reports.
- Educate policy makers, boards, and the business community about the central role of the arts in basic education.
- Identify public and private funds to support and increase effective, systemic approaches for arts education.

Cultural organizations

- Work with schools and districts to develop long-term, sustainable partnerships characterized by collaborative planning, in-depth arts learning, and ongoing assessment.
- Showcase successful school partnerships and advocate for K-12 arts education as part of the regular school day.
- Train organization staff and teaching artists to work collaboratively in the K-12 environment and provide professional development in the arts for classroom teachers.

Parents, families and community members

- Find out which art disciplines are being taught at which grade levels in the schools in your area. Support successful programs and advocate for new programs to address needs.
- Encourage schools to develop demonstrations of arts learning to share with the school community.
- Talk to educators, school board members, and other policy makers about the benefits of arts learning that you've witnessed in our own family members.

Partners at all levels

- Report regularly on growth in arts education at all levels and share information with students, families, local and statewide community members, arts education advocates, and legislators.
- Work together as partners with a common goal: arts education for every student, every school, every year.

(courtesy of the Washington Commission on the Arts K-12 Arts Education Initiative 2009)



PARTICIPATING SCHOOLS AND DISTRICTS

School Name	District
Adele C. Young Intermediate	Box Elder
Albion Middle	Canyons
Alpine Elementary	Alpine
Altamont Elementary	Duchesne
Amelia Earhart Elementary	Provo
Arcadia Elementary	Granite
Barnett Elementary	Nebo
Bates Elementary	Weber
Beacon Heights Elementary	Salt Lake City
Beaver High	Beaver
Bell View Elementary	Canyons
Bingham High	Jordan
Bluff Elementary	San Juan
Bonneville Elementary	Salt Lake City
Bountiful Elementary	Davis
Bountiful High	Davis
Bountiful Junior High	Davis
Buffalo Point Elementary	Davis
Burton Elementary	Davis
Butler Elementary	Jordan
C.S. Lewis Academy	Nebo
Canyon Crest Elementary	Provo
Canyon Elementary	Nebo
Canyon View Middle	Iron
Carden Memorial	Salt Lake City
Carl Sandburg Elementary	Granite
Cedar High	Iron
Cedar Middle	Iron
Cedar Ridge Elementary	Alpine
Cedar Ridge High	Sevier
Cedar South Elementary	Iron
Central Elementary	Alpine
Channing Hall Charter	Canyons
Clayton Middle	Salt Lake City
Columbia Elementary	Davis
Copper Hill High	Jordan
Copperview Elementary	Canyons
Country View Elementary	Weber

Creekview Elementary	Carbon
Crestview Elementary	Granite
D.T. Orchard Elementary	Granite
Davis High	Davis
Daybreak Elementary	Jordan
Deerfield Elementary	Alpine
Desert Hills High	Washington
Diamond Ridge Elementary	Granite
Diamond Valley Elementary	Washington
Dixie Sun Elementary	Washington
Draper Elementary	Canyons
Dual Immersion Academy	Salt Lake City
Dugway Elementary	Tooele
Dugway High	Tooele
Eaglecrest Elementary	Alpine
Early Light Academy	Jordan
East Elementary	Duchesne
East Elementary	Iron
East Layton Elementary	Davis
East Midvale Elementary	Canyons
East Shore High	Alpine
Eastlake Elementary	Jordan
Eastmont Middle	Canyons
Edgemont Elementary	Provo
Ellison Park Elementary	Davis
Emerson Elementary	Salt Lake City
Enoch Elementary	Iron
Ensign Elementary	Salt Lake City
Enterprise Elementary	Washington
Escalante High	Garfield
Escalante Valley Elementary	Iron
Fairview Elementary	North Sanpete
Farmington Elementary	Davis
Fast Forward Charter High	Logan
Fiddlers Canyon Elementary	Iron
Fielding Elementary	Box Elder
Fillmore Elementary	Millard
Flaming Gorge Elementary	Daggett
Foothills Elementary	Nebo
Fort Herriman Middle	Jordan
Fossil Ridge Intermediate	Washington

Fountain Green Elementary	North Sanpete
Fox Hollow Elementary	Alpine
Foxboro Elementary	Davis
Franklin Elementary	Provo
Freedom Elementary	Alpine
Garland Elementary	Box Elder
George Washington Academy Charter School	Charter
Granger High School	Granite
Granite Peaks High	Granite
Grantsville High	Tooele
Grantsville Junior High	Tooele
Green Acres Elementary	Weber
Greenville Elementary	Cache County
Greenwood Elementary	Alpine
Guadalupe Charter	Salt Lake City
Highland High	Salt Lake City
Highland Park Elementary	Salt Lake City
Hillside Elementary	Granite
Hobble Creek Elementary	Nebo
Holbrook Elementary	Davis
Holt Elementary	Davis
Jordan Hills Elementary	Jordan
Horizonte Instructional and Training Center	Salt Lake City
Huntington Elementary	Emery
Hurricane Elementary	Washington
Hurricane Intermediate	Washington
Hawthorne Elementary	Salt Lake City
Indian Hills Elementary	Salt Lake City
J.R. Smith Elementary	Wasatch
James E. Moss Elementary	Granite
Karl G. Maeser Preparatory Academy	Alpine
Kearns Junior High	Granite
King Elementary	Davis
Knowlton Elementary	Davis
Lake Ridge Elementary	Granite
Lake View Elementary	Box Elder
Lakeridge Junior High	Alpine
Lakeside Elementary	Davis
Lava Ridge Intermediate	Washington
Lehi Elementary	Alpine
Lehi High	Alpine

Liberty Elementary	Murray
Lincoln Elementary	Davis
Loa Elementary	Wayne
Lomondview Elementary	Weber
Longview Elementary	Murray
M Lynn Bennion Elementary	Salt Lake City
Magna Elementary	Granite
Manila Elementary	Alpine
Manila High	Daggett
Maple Mountain High	Nebo
Mapleton Elementary	Nebo
Mapleton Junior High	Nebo
McKinley Elementary	Box Elder
McMillan Elementary	Murray
McPolin Elementary	Park City
Meadowbrook Elementary	Davis
Meadowlark Elementary	Salt Lake City
Midland Elementary	Weber
Milford High	Beaver
Mill Creek Elementary	Granite
Millcreek High	Washington
Millcreek Junior High	Davis
Millville Elementary	Cache
Minersville K-8	Beaver
Monroe Elementary	Granite
Monroe Elementary	Sevier
Montain View Elementary	Salt Lake City
Monte Vista Elementary	Jordan
Monticello Academy	Granite
Monticello High	San Juan
Morgan High	Morgan
Morningside Elementary	Granite
Mountain Crest High	Cache
Mountain High	Davis
Mountain Ridge Junior High	Alpine
Mountainville Academy	Alpine
Mt. Loafer Elementary	Nebo
Mt. Nebo Junior High	Nebo
Mt. Pleasant Elementary	North Sanpete
Mt. View Elementary	Box Elder
Mt. View Elementary	Davis

Navajo Mountain High	San Juan
Newman Elementary	Salt Lake City
Nibley Park Elementary	Salt Lake City
Noah Webster Academy	Alpine
North Davis Junior High	Davis
North Elementary	Iron
North Park Elementary	Weber
North Sanpete Middle	North Sanpete
North Sevier High	Sevier
North Sevier Middle	Sevier
North Summit Elementary	North Summit
North Summit Middle	North Summit
Northridge High	Davis
Oak Canyon Junior High	Alpine
Oakdale Elementary	Canyons
Oakridge Elementary	Granite
Oakwood Elementary	Granite
Ogden High	Ogden
Ogden Preparatory Academy	Ogden
Old Mill Elementary	Wasatch
Oquirrh Elementary	Jordan
Oquirrh Hills Middle	Jordan
Oscarson Elementary	Piute
Pahvant Elementary	Sevier
Panorama Elementary	Washington
Park Elementary	Cache
Parkside Elementary	Murray
Parowan Elementary	Iron
Payson Junior High	Nebo
Pine View Middle	Washington
Pinnacle Canyon Academy	Carbon
Pioneer Elementary	Granite
Plain City Elementary	Weber
Pleasant Green Elementary	Granite
Pleasant Grove Junior High	Alpine
Plymouth Elementary	Granite
Quail Hollow Elementary	Canyons
Reading Elementary	Davis
Reagan Academy	Nebo
Red Hills Middle	Sevier
Rees Elementary	Nebo

Renaissance Academy	Alpine
Richfield High	Sevier
Ridgeline Elementary	Alpine
Rock Canyon Elementary	Provo
Rockwell Charter High	Alpine
Rocky Mountain Junior High	Weber
Rolling Meadows Elementary	Granite
Roosevelt Middle	Duchesne
Rose Creek Elementary	Jordan
Rose Spring Elementary	Tooele
Rosecrest Elementary	Granite
Roy High	Weber
Sally Mauro Elementary	Carbon
Salt Lake Arts Academy	Salt Lake City
Salt Lake Center for Science Education	Salt Lake City
Samuel Morgan Elementary	Davis
Sand Springs Elementary	Davis
Sandstone Elementary	Washington
Sandy Elementary	Canyons
Santa Clara Elementary	Washington
Saratoga Shores Elementary	Alpine
Shelley Elementary	Alpine
Silver Hills Elementary	Granite
Snow Canyon High	Washington
Snow Canyon Middle	Washington
Snow Horse Elementary	Davis
Snow Springs Elementary	Alpine
South Clearfield Elementary	Davis
South Davis Junior High	Davis
South Kearns Elementary	Granite
South Sevier High	Sevier
South Sevier Middle	Sevier
South Summit Elementary	South Summit
South Summit Middle	South Summit
South Valley High Technical	Jordan
South Weber Elementary	Davis
Spanish Fork Junior High	Nebo
Spanish Oaks Elementary	Nebo
Spring City Elementary	North Sanpete
Spring Creek Elementary	Provo
Spring Lake Elementary	Nebo

Springdale Elementary	Washington
Stansbury Elementary	Granite
Stansbury Park Elementary	Tooele
Stewart Elementary	Davis
Summit Academy	Canyons
Sunset Elementary	Washington
Sunset Ridge Middle	Jordan
Syracuse Elementary	Davis
Syracuse High	Davis
T.O. Smith Elementary	Ogden
Tabiona Elementary	Duchesne
Taylorsville High	Granite
The Ranches Academy	Alpine
Three Peaks Elementary	Iron
Timpanogos Academy	Alpine
Timpanogos Elementary	Provo
Timpanogos High	Alpine
Toanquint Intermediate	Washington
Tuacahn High - for the Performing Arts	Washington
Uintah Elementary	Salt Lake City
Uintah River High	Uintah
Upland Terrace Elementary	Granite
Utah County Academy of Sciences (UCAS)	Alpine
Valley Crest Elementary	Granite
Valley View Elementary	Alpine
Valley View Elementary	Davis
Vernal Middle	Uintah
Vernon Elementary	Tooele
Viewmont Elementary	Murray
Viewmont High	Davis
Wasatch Elementary	Provo
Wasatch Elementary	Davis
Wasatch Elementary	Salt Lake City
Washington Elementary	Washington
Wayne Middle	Wayne
West Weber Elementary	Weber
Western Hills Elementary	Granite
Westland Elementary	Jordan
Westside Elementary	Nebo
Whitehorse High	San Juan
Willard Elementary	Box Elder

William Penn Elementary
Willow Springs Elementary
Woodrow Wilson Elementary
Woods Cross Elementary
Woods Cross High
Woodstock Elementary
West Kearns Elementary
Youth-in-Custody, Project Surpass

Granite
Canyons
Granite School District
Davis
Davis
Granite
Granite
Ogden

Utah Teacher Kim Schaefer Connects to Reservation Students Through Music

FORMER TEACHER OF THE YEAR HAS EARNED TRUST OF THE NAVAJO COMMUNITY

By Naomi Zeveloff

Whitehorse High School in Montezuma Creek, Utah, is not the easiest place to be a new teacher. Located on a Navajo reservation in the southwest corner of the state, the school and its surrounding community exist in isolation. It's an hour's drive to the nearest grocery store and an hour more to the doctor's office. The school counts around 300 students, a third of whom never graduate. And while the student population is almost entirely Navajo, most of the teachers and school administrators are not, a fact that foments racial tension between the school and the surrounding community.

No wonder, then, that most unseasoned teachers turn tail just a year after their arrival. But not so with Kim Schaefer. With 11 years under her belt, Whitehorse High School's music teacher is the exception to the rule. In fact, Schaefer's dedication to her students' success in music won her the Utah Teacher of the Year award in 2007. But what's more, Schaefer—a 35-year-old white woman—has earned the respect of her Navajo students and neighbors.

"Part of what makes the families in the community accept me is that for the first time in their child's school experience, that kid is having success," says Schaefer. "The kid didn't have success in reading or math in elementary school and they didn't have success in junior high school. They come to me and I accept them for who they are and what they present and then I say, 'Let's go on from here.'"

Schaefer's empathy coupled with her high expectations has made Whitehorse's music program one of the most popular activities in the school. More than 40 percent of the students participate in either band or piano lessons.

"She encourages us to play music and teaches us how music can impact life and how it relates to life," says Arwin Lansing, a 17-year-old senior at Whitehorse who will enroll in Southern Utah University in the fall. "It really gets your feelings and emotions out in a way. And that's what I like about Ms. Schaefer. She relates to the students personally."

Though Schaefer is devoted to Montezuma Creek, she also acknowledges the community's limitations. She has spent countless hours acquiring grant money to show her students the music world beyond their small southern Utah corner.

For instance, last year Schaefer received a grant from the Utah Arts Council to bring five students to the Grand Canyon Music Festival, a series of chamber music concerts in Grand Canyon National Park. The students worked with Raven Chacon, a Navajo musician, to write and perform their own composition at the festival.

Schaefer also regularly brings her students to classical music venues in western cities. Most recently, she took a class to Abravanel Hall in Salt Lake City, where the state's symphony and opera company perform. Schaefer used a Utah Arts Council contact to land a tour of the opera costume shop.

"We are incredibly blessed to have her in the school," says John Fahey, principal of Whitehorse High School. "When I want to move the staff forward to a higher level she is the one I go to. She has ideas to bring the kids to a higher level—not just the kids in band, but everybody. She is an example to us all."

But Schaefer's tenure at Whitehorse has not been without controversy. Three years ago, when the school was drafting its mission statement, Schaefer and a few Native American teachers advocated writing the document in both Navajo and English. Several other teachers disagreed and the discussion came to a stalemate. In another instance, Schaefer and a Native American teacher proposed a program in which Navajo students would teach their non-Native instructors their language. But that too was shot down.

"The people with power at our school are non-Native," says Schaefer, who is the only white teacher in the school that lives on the reservation. "We have lots of disagreements over what should be done in the school. Non-Natives say it ought to be one way, but that doesn't always jive with the Native people who have been here."

Yet while Schaefer at times finds herself at odds with her fellow teachers, she feels she has connected to the people that matter—her students. "The real reason that kids come to music and stay is not because I care about them but because I accept them for where they are and I challenge them to go further than they thought they could go," she says. "They have a good feeling about their own accomplishments and that makes them want to continue."

Acknowledgments

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A full Four-State Report on the Status of Arts Education is available online at www.artsandmuseums.utah.gov

The full Status of Arts Education in Utah, 2009-2010 is on-line at www.artsandmuseums.utah.gov



Resources

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www.artsandmuseums.utah.gov

Utah State Office of Education
www.schools.utah.gov

National Endowment for the Arts
www.nea.gov

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www.aep-arts.org

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