



Repertory Dance Theatre POPS Report 2009-2010

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2009-2010 Statistics

Number of Districts Served	18	Number of Student/Teacher Instructional Hours	500
Number of Traditional & Charter Schools Served	98	Professional Hours (Delivery)	970
Number of Students Served	17066	Number of Teachers Served	898
Number of Programs (services delivered)	113	Teacher Workshop hours	35
Performances	8	Lecture Demonstrations	21
		Movement Classes	410

RDT's Educational Mission, Goals, and Purpose

RDT is dedicated to the creation, performance, perpetuation and appreciation of modern dance

Founded in 1966, Repertory Dance Theatre is a professional modern dance company with a long-standing commitment to arts in education, a commitment to enrich young lives and allow students to experience the joy of living through dance. RDT's mission, goals and objectives affirm a dedication:

- To play an active role in Utah's cultural development.
- To help people make connections between life and art by providing education services to the community.
- To expand and develop education resource materials.
- To maintain mutually beneficial relationships between RDT and education institutions in order to share resources, information and expertise.
- To develop a dialogue with young people about the role and value of dance in order to create an understanding and love of the art form.
- To offer Arts-in-Education "life enhancing" outreach activities including classes, lecture demonstrations, professional development workshops for teachers, and to develop curriculum materials, residencies and partnerships with schools.

By experiencing knowledge directly through movement, we can open avenues of awareness that will increase self-worth, develop self-

confidence, encourage understanding and consideration for others, and provide opportunities to create and to explore. Dance can help students validate who they are, and how they relate to the life of the community, and the world at large.

RDT performances, classes, workshops and resource material provide ways for individuals to become complex thinkers and problem solvers, effective communicators, cooperative group participants and leaders. Students with a rich background in the arts are more likely to become contributors to the community, quality workers and producers, and self-directed learners.

RDT AIE activities are designed to heighten students' perceptual ability, expand their understanding of the underlying structure--including the social, cultural and historical contexts from which a work of art is created. The activities will illuminate the choices made by artists that help shape the perceiver's experiences and highlight the relationship of aesthetic experiences to other educational and human experiences.

RDT helps students understand and establish a greater rapport with individuals who are intellectually or physically challenged. RDT wishes to create a "caring environment" where the choices and achievements of all students and teachers are recognized.

Repertory Dance Theatre's Arts in Education Goals

- To provide alternative ways of learning in order to achieve basic educational objectives such as concentrating, creative problem solving, planning, visualizing and conceptualizing.
- To develop skills and insights needed for emotional maturity and social effectiveness; sharing, cooperating, integrating and interacting.
- To develop an individual physical and mental discipline at all levels of ability.
- To open participants' minds and imaginations by developing tools of communication.
- To develop feelings of self-worth, confidence, and achievement by giving students and teachers opportunities to explore movement, the art of improvisation, and the creative process.
- To develop an understanding and appreciation of American Modern Dance.
- To deepen the understanding of the relationship between life and art.
- To develop Life Skills by encouraging good citizenship, by helping students be responsible and understand their relationship to other members of their group, family, class or community.

Category A: In-Depth Instructional Experiences

# Districts	#Schools	#Programs	#Instructional Hours	Professional Hours	#Teachers	#Students	#Community Members
8	30	31	469.5	640.5	216	3510	20

Eleven Elementary Schools Adopted for In-Depth Movement Residencies:

- Canyons District:** Ridgcrest
- Davis District:** Eagle Bay, Ellison Park, Meadowbrook
- Granite District:** Douglas T Orchard, Carl Sandburg, Pioneer, Jackling, Hillside, Harry S Truman
- Jordan District:** Bluffdale

RDT's 2009-20010 "Adopt-a-school" program provided eleven schools with an in-depth movement experience. Each school was offered **30 Movement Classes**, a **Teacher In-Service Workshop** and a **Lecture/Demonstration** by the RDT company and Artistic Director. In Depth Residencies were taught by Master Teacher, Lynne Larson, (MFA in Dance, Certified Movement Specialist) who focused on the principles of the Dance Core. We feel that it is important for a student to *observe, participate, reflect and evaluate*. Student learning can take place through observing, analyzing and discussing a performance, or when participating in creative movement classes. Each RDT dance activity includes components encouraging and/or developing Lifelong Learning Skills.

STUDENTS LEARNING: Movement Classes offer information necessary to help students build strength, flexibility, endurance,

coordination and awareness while developing an understanding of the elements of dance--Time, Space, Shape, and Energy. In-depth experiences build productive and creative students as they learn to solve problems through communication and teamwork as they develop self-confidence through stimulated, creative thinking. Classes provide alternate ways to learn and achieve basic educational objectives while allowing all participants the freedom to explore their own physical and creative potential in a noncompetitive environment. Classes are designed to develop awareness that the body can be used as an instrument of self expression.

TEACHER LEARNING: In-depth residencies offered teachers a better understanding of the Core principles, built their confidence level and helped them acquire new skills to be successful in teaching the Dance Core in their classroom.

Through mentoring, we are helping teachers understand that dance is essential in the life of a healthy, productive society and that experiences in creative dance develop

complex thinking, effective communication and collaboration. Written evaluations were used to monitor and evaluate the teachers and students in-depth experience. Over 98% of teachers felt this residency provided their students with a greater understanding of how the body moves, stays healthy and fit, and most of all stimulated their thinking and communication skills. Students felt energized, motivated and challenged and over 98% expressed a desire to have more movement classes. Teachers also expressed their desire to continue with movement classes and many have taken steps (buying a drum, music, teaching methods books, and mentoring one another) to ensure that other teachers in their school are also teaching the curriculum of the Dance Core. We provided teachers with the skills necessary to sustain dance in their classroom and become role models in their schools. They learn:



Category A: In-Depth Instructional Experiences (cont'd)

To be successful teaching the Core Curriculum for Dance, Language Arts, Social Studies, Science, Math, Visual Arts, and Healthy Lifestyles.

- To increase physical strength, flexibility and endurance and knowledge of the body.
- To understand choreographic principles, processes and structures.
- To analyze the use of abstraction and compositional principles.
- To evaluate choreography using aesthetic criteria.
- To develop greater understanding of how dance communicates meaning, communicates a topic of personal significance or social theme.
- To help students develop Lifelong Skills to become complex thinkers, responsible citizens, and effective communicators as they build character.
- To develop self esteem, cooperation, teamwork and discipline in their students.

At The Core, Infinity Professional Development Workshops for grades 7-12 Teachers:

In 2009-10, RDT offered three five hour Infinity Workshops designed to help teachers become more effective, productive and informed teaching the Core Curriculum for dance in the schools. Saturday, July 12, 2009 *Michio Ito Workshop* 9:00AM-2:00 PM for 7-12 teachers

- Guest Artist Michio Ito Master Teachers from Japan, Kumiko Kominé and Kyoko Ryutani and Guest Lecturer and Ito Scholar Mary Jean Cowell worked with teachers to introduce the technique, repertory and history of modern dance pioneer, Michio Ito.

Saturday, September 19, 2009, *Elements/Green Map Workshop* 9:00AM-2:00PM for 7-12 teachers

- An introduction to the *Green Map® System* and how to use the icons for a choreographic springboard.

Saturday, November 14, 2009 *Laban Movement Analysis Workshop* 9:00AM-2:00PM for 7-12 teachers

- An introduction to Laban Movement Analysis for teachers by certified LMA, Sarah Donohue. Teachers explored effort, shape, flow and planes of movement, using these elements to create and explore.



"I found this workshop extremely enjoyable and encouraging. I am a school psychologist and often work with students who struggle in the seats, on task. I now believe the use of movement and dance may be an effective tool to help teachers break up activities and provide much needed movement for the students I see. I'm excited to try it in the groups I work with, in and out of the school setting."

"I am excited to use what I learned with my class. The instructor was excellent! This was a positive and meaningful experience for all students and valuable training for me."

"I loved the practical ideas that can be incorporated into my PE Classes and classroom instruction now. I loved that so many ideas can be tied to other content subject areas."

"It was super energizing and opened a whole area to explore with movement in all curricular areas. Thank you!"

Category B: Performances

# Districts	# Schools	# Programs	# Instructional Hours (Student/Teacher)	# Professional Hours	# Teachers	# Students	# Community Members
9	33	26	53	648	98	2751	85

Eight free performances were attended by students K-12 from: Alpine, Canyons, Davis, Granite, Jordan, and Salt Lake Districts.

RDT performances feature professional dancers performing works created by national and international renowned choreographers. The fully produced performances give students the opportunity to be inspired by superbly trained professionals using the language of dance to explore relevant issues, humor, music, design, and movement. The concerts offer students alternative ways to see and evaluate the world. The choreography offers the audience artistic experiences to help them become more *Connected, Compassionate, Aware, Inspired, Original, Outraged, Focused, Courageous, Passionate, Human.*

- All performances include student learning activities dedicated to enhancing student core skills.
- A special narration is provided to help audiences appreciate and enjoy the choreography. Schools are provided with Study Guides and curriculum material prior to each performance.
- A Teacher In-Service Workshop focusing on the performance is of-



ferred prior to each performance. These are ideal ways to acquaint teachers with ways to prepare their students for the concert and gain an understanding of how the performance relates to the Core Curriculum for Dance, Social Studies, Language Arts, Science, etc.

- Teachers and students are invited to evaluate the concerts, write critiques, draw pictures, and write poetry relating to their experience at the performance.

Free performances are designed for either K-6 or for Jr/Senior High and invitations are sent to every school within a reasonable distance from the performance site. Schools are booked on a first come first serve basis. Attendance is tracked and schools not able to be scheduled are put on a preferential list to be served in future.

Elements Sept. 30, 2009 (for Jr/Senior High) *Elements* brings together choreographers, composers, writers and visual artists to explore issues facing the west as well as our global society. Choreographers Ze'eva Cohen, Paul Sanasardo, Eric Handman, Mary Frances Lloyd and Zvi Gotheiner will define our planet's fundamental essences, the four essential Elements to motivate our restorative adaptation for clean energy, clean air, clean water and a clean and healthy earth.

Joyride II Nov. 17, 18 & 19, 2009, (for Elementary Students) Filled with fun, energetic and innovative dance, this concert features the work of Tim Hadel and RDT dancers original choreography. A parade of projected movement vocabulary words from Utah's Core Curriculum for Dance highlights dance elements featured in each piece.

Mystique Mar. 23 & 24, 2010 (for Jr/Senior High)

Mystique is a concert of contrasts: East/West, Male/Female, Historic/Contemporary, Yin/Yang. Legendary choreographer Michio Ito (1893-1961) created a synthesis of Japanese Noh and Kabuki, characteristic gestures drawn from Eastern and Western cultures that left a footprint in American Modern Dance. Norwegian choreographer, Jo Stromgren, influenced by French existentialism, dark winters and lonely fjords, but in this concert, a certain lightness and absurdity along with explosive dynamic energy fill his piece.



Category C: Mini Residencies

# Districts	# Schools	# Programs	# Instructional Hours	# Professional Hours	# Teachers	# Students	# Community Members
16	53	49	141.5	676.5	584	11438	94

In 2009-10 RDT offered 21 Lecture Demonstrations and Movement Workshops) RDT spends 2-3 hours in a school performing for the entire student body and then works with select classes to explore the art of dance in Movement Workshops.

RDT seeks to use dance to break down cultural barriers, open minds and imaginations and give students a knowledge of history and an understanding of the important role that dance plays in society. Demonstrations focus on the history of dance, the choreographic process, and the art of improvisation. They give the audience insight into how to watch, appreciate and even create dances. RDT performs and discusses repertory spanning one hundred years of American dance and provides information that links the social and political history that influenced the creation of the work. Teachers receive preparatory information and are asked to organize discussions after the presentation to allow students to share their reactions and questions.

Each demonstration gives students information focusing on the State Core Curriculum Standards:

- The role and importance of dance throughout history; ceremonial and ritual dance, the development of social and folk forms, dance as entertainment, and dance as a form of artistic expression (Connecting)

- The history of American Modern Dance; dance as a means of self expression; the development of "music visualization", dance as social commentary. (Connecting)

- The art of creating dances, chore-

"I believe it is important for students to recognize the art of dancing not only as an art form, but as something they can participate in and enjoy. By creating opportunities for students to learn in a non-threatening environment, RDT encourages students to move past their timidity and realize they can all dance.

Teacher, Flaming Gorge Elementary, Daggett District

ography; the elements of dance (time, space, energy and motion); the use of improvisation, form, music, and the choreographers intent and message. (Investigating)

- How to watch and appreciate dance; how to look for the sensory, technical and emotional properties of the dance. (Investigating)

- The training of a dancer, and artist, and athlete; the importance of training, discipline, good health habits, practice, and perseverance. (Moving)

- Audience Participation: each demonstration includes the creation of a

new piece of choreography. Each dancer selects two or three audience members to help choreograph and perform the finale. A movement theme is constructed using words and images to stimulate the action. Dancers and students compose shapes and designs relating to spatial concepts. The performers explore the elements of dance and the art of improvisation. They put everything together with music and the result is always the highlight of the demonstration. This also gives teachers a model of how to choreograph and explore movement concepts from the State Core Curriculum in their classrooms.

RESOURCE MATERIALS

Study Guides, Lesson Plans, Curriculum and material, and Video tapes are created to enrich the AIE activities. Resource material is sent to help teachers prepare for an RDT performance or residency, augment a workshop, or develop a library of topical information. RDT has created special booklets on the history of modern Dance, Utah ethnic diversity, western landscape, and we were also instrumental in creating the comprehensive K-6 Dance Teaching Resource Guide, MOVE!, LEARN! DANCE! which is available to teachers.

Master Plan for Serving Utah Schools

The three modern dance companies, Children's Dance Theatre (CDT), Repertory Dance Theatre (RDT), and Ririe Woodbury Dance Theatre (RW) have designed a cooperative plan to serve every Utah school district within a three year period.

In addition, the three Modern Dance companies and Ballet West will serve every elementary school in Utah during a 7 years period.

Services offered by the three modern dance companies:

A: In depth residencies for K-6 (RDT and RW serves K-12)

B: Performances: K-12

C: In-school lecture demonstrations and classes K-12

Each year, Repertory Dance Theatre serves elementary schools with:

Type A: Twelve In-Depth residencies: 30 classes, Lecture Demonstrations, Teacher Workshops each school. In 2009-10 eleven schools were served.

Type B: 5-10 Matinee Performances. (6-8 each season)

Type C: 20 In-school Lecture Demonstrations and 40-50 Movement classes.

Repertory Dance Theatre also serves Jr and Senior High Schools.

Since 2001, RDT has served almost 1/2 the High Schools and over 1/3 of the Jr High schools in Utah.

Services include:

- Free Professional Development Workshops for Jr/Senior High teachers
- Free matinee performances.(3-5 per year)
- Workshops, movement classes
- Choreographic Laboratories.

"As a principal, I thoroughly enjoyed the experience and liked how you incorporated subject matter into dance and showed the kids a new way to view the world. You are welcome here anytime."

Principal

POPS	2007-08	2008-09	2009-10	2010-11	POPS	2007-08	2008-09	2009-10	2010-11
Alpine	RDT, RW, CDT	RDT, RW	RDT, RW, CDT	RDT, RW, CDT	Nebo	RDT, RW, CDT	RDT, RW, CDT	RDT, RW, CDT	RDT, RW, CDT
Beaver			RW		N. Sanpete	RW		RW	
Box Elder	CDT, RW	RW	RW	CDT, RDT	N. Summit	RDT		CDT	
Cache	RW, RDT, CDT	RW		RDT	Ogden	CDT	CDT, RW, RDT	CDT	CDT, RW, RDT
Canyons			RDT, RW, CDT	RDT, RW, CDT	Park City	CDT		RDT	
Carbon		RW			Piute			RDT	
Daggett	RW		RDT		Provo	RDT, RW	RDT	RDT, RW,	RDT, RW, CDT
Davis	RDT, CDT, RW	RDT, CDT, RW	RDT, CDT, RW	RDT, CDT, RW	Rich	CDT		RW	
Duchesne	RW		RDT	RW	SLC	RDT, CDT, RW	RDT, CDT, RW	RDT, RW, CDT	CDT, RW, RDT
Emery	RDT	RW			San Juan		RW		RDT
Garfield			RDT		Sevier			RW	
Grand		RW			S. Sanpete			RW	
Granite	RDT	RDT, CDT, RW	RDT, CDT, RW	RDT, CDT, RW	S. Summit	RDT		CDT	
Iron	RW	CDT	RW		Tintic		RW		RDT
Jordan	RDT, CDT, RW	RDT, CDT, RW	RDT, CDT, RW	RDT, CDT, RW	Tooele	RDT, CDT	RDT, CDT, RW	RDT	CDT, RW
Juab			RW		Uintah	RW	CDT	RDT, CDT	
Kane			RDT		Wasatch		CDT, RW, RDT		RDT
Logan	CDT, RDT	RDT, RW		RDT	Washington		RDT	RDT, RW, CDT	
Millard			CDT	RW	Wayne	RDT			RW
Morgan	CDT			RDT	Weber	CDT	CDT, RW, RDT	CDT, RDT, RW	CDT
Murray	CDT, RW	RW, CDT		RDT	Charter			RDT, RW, CDT	RDT, RW, CDT

Districts	# Schools	# Programs (services delivered)	# Student /Teacher Instructional Hours	# Professional Hours	# Teachers Served	# Students Served	# Community Members Served
TYPE A							
Alpine	1	1	5	10	2		
Canyons	2	3	37	42	34	275	
Davis	4	4	91	91	56	822	
Granite	9	12	205.5	220.5	94	1753	
Jordan	6	6	64	94	16	429	
Nebo	1	1	5	10	1		
Salt Lake	1	1	25	85	1		
Washington	6	3	37	88	12	231	
TYPE B							
Alpine	4	3	6.5	81	6	182	
Canyons	3	2	3	36	10	190	
Davis	8	6	12.5	153	19	554	
Granite	7	4	8	96	23	610	
Jordan	5	4	9.5	117	10	593	
Nebo	3	1	3	36	3	113	
Park City	1	1	2	24	2	20	
Provo	1	1	2	24	1	9	
Salt Lake	5	4	6.5	81	24	480	85
TYPE C							
Alpine	1	1	5	45	1	29	
Canyons	3	3	11	85	36	817	
Daggett	4	5	4	36	13	140	
Davis	4	5	8	25	88	1681	
Duchesne	2	2	2	12	40	450	
Garfield	2	1	1	10	13	184	
Granite	11	11	38.5	239.5	134	2318	
Jordan	4	4	8.5	57.5	48	941	
Kane	4	2	3.5	21.5	45	815	
Nebo	1	1	10	10	23	529	
Piute	3	1	10	10	21	300	
Salt Lake	4	3	6.5	6.5	5	655	
S. Sanpete	1	1	2	20	1	10	
Tooele	1	1	10	10	27	655	
Uintah	4	4	5	40	88	1892	
Washington	1	1	1.5	1.5	1	22	
Private	3	3	15	47			94



Financial Report

Summary

<i>Legislative Appropriation</i>	<i>Funding Leveraged from Other Sources</i>	<i>Total Expenditures on Approved Education Programs</i>	<i>Legislative Appropriation % of Total Expenditures</i>
\$140,325.50	\$141,991.50	\$282,317	49%

Summaries by Service Types

<i>Items</i>	<i>From State POPS Funding</i>	<i>From Additional Funding Sources</i>	<i>Total</i>
A. In-Depth Experiences			
Personnel	\$33034	\$33030	\$66068
Travel	\$617	\$617	\$1234
Materials	\$369	\$369	\$738
Other: Space, Overhead, Printing	\$3486	\$3486	\$6972
Program Total	\$37506	\$37506	\$75012
B: Performances			
Personnel	\$34775.50	\$32775.50	\$69551
Travel	\$2020.50	\$2020.50	\$4141
Materials	\$17090	\$17090	\$34180
Other: Choreography, Music, Costumes, Stage Crew, Lighting, Production	\$17090	\$17090	\$34180
Program Total	\$54,136	\$54,136	\$108272
C: Lecture Demonstrations/Presentations/Events			
Personnel	\$36009.50	\$36009.50	\$72019
Travel	\$5047	\$5047	\$10094
Materials	\$674	\$674	\$1348
Other: Royalties, Costumes, Props, Overhead	\$6,953	\$8,619	\$15572
Program Total	\$48683.50	\$50349.50	\$99033
Total for all Service Types	\$140,325.50	\$141,991.50	\$282,317

Overall Itemization

I. Detail of other sources of Income supporting Education Program

(those in addition to own organization and legislative appropriation)

Organization (Restricted AIE)	Amount
LT & JT Dee Foundation	\$5000
Marinner Eccles Foundation	\$4000
Wells Fargo	\$4000
Hans Ehrbar	\$1500
Weber Sustainability	\$1500
UAC Partnership grant	\$5000
Organization (Non-restricted AIE)	Amount
ZAP	\$42,000
UAC General Operations	\$17,783
SLC General	\$2900
NEA	\$15,000
Earned	\$3500
Contributed	\$30200.00
Tuition	\$7943
TOTAL	\$140,326.00

II. Detail of Direct Education Program Expenditures

Salaries	Supplies & Equipment	Travel	Program Production Cost—programs solely for schools	TOTAL
\$138,087	\$2,086	\$11,328	\$22,544	\$174,045.00

Education "Only" Staff / Presenter Detail

Position Title	Number Serving in this Position	Salary & Benefits
Director of Education	1	\$35,490

III. Detail of Allocated Expenditures

Salaries	Allocated "O&M"	Other Allocated Costs	Allocated Program Production Costs	TOTAL
\$69,551.00	\$6,386.00	\$4,541.00	\$27,794.00	\$108,272.00

Allocated Staff/Presenter Detail

Position Title	Allocated Percentage	Allocated Salary & Benefits
Artistic Director	54%	\$22,907.00
Director of Development	21%	\$8,307.00
Director PR/Company Mgr	23%	\$8,074.00

Comments from Teachers and Students

On Lecture Demonstrations

I loved watching my students enjoy the performers. We loved their animation and creativity. My students became dancers at recess. I loved how both the boys and girls were involved.
2nd grade teacher, Jackling Elementary, Granite District

My students overall enjoyed the whole experience. Specifically they pointed out the different music, the feelings from the performers and what they felt. They liked the technique, rhythm, the performers strength, flexibility and movements. Many would like to be involved in dance more.
5th grade Teacher, Copper Canyon Elementary, Tooele District

Many of our students do not have the opportunity to express themselves in such a creative manner. The exposure to the "arts" is a tremendous asset to our students. Many have never been to a live performance to experience the joy the arts bring into our lives.
Teacher, Douglas T Orchard Elementary, Granite District

My students were so excited about dance after the activity, we played as a class for a long time doing many of the dance moves.
2nd grade teacher, Bluffdale Elementary, Jordan District

This activity was valuable because it gave opportunities to experience movement in a positive, non-threatening way. The performers were enthusiastic and very organized. They were positive and the audience got to experience another way to express themselves. Dance movements, the dance lingo was presented in a way that all were able to understand. One student said, "it was neat because you could express yourself without words." I learned also that I need to allow students to move more in each of my other content areas.
6th grade teacher, Bluffdale Elementary, Jordan District

Teachers and students will be able to understand that dance is an art and can be a fun and exciting way to encourage each other to keep your body healthy.

6th grade teacher, Copper Canyon Elementary, Tooele District

On Movement Classes

State money is well spent on dance. It helps students to explore their creative selves and to focus better on academics. It releases and cleanses the soul.
Teacher, Manila Elementary, Daggett District

The instructor did an excellent job integrating parts of our language arts and math curriculum into the dance classes.

4th grade teacher, Pioneer Elementary, Granite District

Boys learning and participating in movements that weren't typical for them, creative and enjoying it! Also, one of my really shy girls turned out to be so creative and controlled in her movements! Both she and I learned something about herself/her! She gained confidence.

2nd grade teacher, Hillside Elementary, Granite District

Thank you! After the instructor left, we used dance to illustrate conduction, convection and radiation from our heat unit!

6th grade teacher, Meadowbrook Elementary, Davis District

I was surprised at how well my kids could work in teams!
Kindergarten teacher, Pioneer Elementary, Granite District

Before the first class, I said we were going to dance...some groans followed...before the 2nd class I said we were dancing and the students were cheering. I love that they learned dance isn't just for girls.

1st grade teacher, Douglas T Orchard Elementary, Granite District

On Performances

The students enjoyed learning the history from the narration and slides that were provided. Given their age, they haven't had a chance to see movement like that very often so it was a really good experience for them to see something different. They also enjoyed the movement class and being taught by professional dancers.

Teacher, Willowbrook Middle School, Alpine District

The concert gave my students inspiration and impetus to think outside the box, explore new ideas and perform in a professional manner.

Teacher, Woods Cross High School, Davis District

I teach students who are in the AVID program which selects students in 7/8 grade who show both the potential and determination to attend college. Participation in community events is critical for students who have limited experience in the community. Through the generosity of RDT, students are able to experience "life" beyond what they know and can begin to make connections that education opens doors or opportunity whether as an audience member or eventually as a college graduate and professional.

Teacher, Northwest Middle School, Salt Lake District

I was so impressed with the wonderful outreach ideas RDT uses, involving the whole community, old and young.
Teacher, Kimber Academy, Charter School, Alpine District

