**2013 NYCMER Session Descriptions and Presenter Bios**

**10:15 AM**

***Art Museums for the Masses: Open Educational Resources for Lifelong Learners***

In recent years, the education field has witnessed a rise in the creation and use of Open Educational Resources (OER) – freely available educational materials that support shared expertise and peer-based learning both in and outside the classroom.  In this panel, educators from the Museum of Modern Art and the Jewish Museum will discuss efforts to provide free educational activities, multimedia, and other digital resources that broaden the definition of "learner" and "teacher" beyond the K-12 model.  Along the way, they'll discuss the unique opportunities and challenges of serving up digital resources that promote self-guided, anywhere-anytime learning.

* Lisa Mazzola is the Assistant Director of School and Teacher Programs at the Museum of Modern Art where she develops and administers programs and resources (on site and online) for K- 12 educators, students, and schools that relate to MoMA's collection and to the integration of artworks into classroom teaching practice across disciplines. Prior to MoMA, Lisa coordinated gallery education and special projects at the Cooper Hewitt National Design Museum in New York City and the U.S. Holocaust Memorial Museum in Washington, D. C. Lisa also spent three years as an art and design educator/consultant developing residency programs in NYC public schools.
* Stephanie Pau is Associate Educator, Interpretation & Research at the Museum of Modern Art, where she works cross-departmentally on analog and digital interpretive resources. Prior to joining MoMA, she spent nearly a decade at the San Francisco Museum of Modern Art, honing her skills in analog and digital interpretation, multimedia production, and educational technology. Stephanie holds a B.A. in Anthropology (Archaeology emphasis) from the University of California at Berkeley, followed by graduate work in the M.A. in Museum Studies program from San Francisco State University.
* Nelly Silagy Benedek is Director of Education at The Jewish Museum. In her current role, she oversees school, family, and adult programming, and is also involved with exhibition planning. Ms. Benedek previously served as Director of Education at the American Federation of Arts, and prior to that was Associate Museum Educator at the Metropolitan Museum of Art, where she worked for over two decades. Ms. Benedek holds a Master of Arts from the Institute of Fine Arts and a Bachelor of Arts from Cornell University.
* Scott Code, Selfhelp's Program Director, Client Centered Technology, has been utilizing technology to help seniors stay independent since 2005 in both the for-profit and non-profit sectors.  Scott's background in Gerontology has helped him evaluate and implement new technology programs within Selfhelp's Senior Housing Programs, NORC programs, Senior Center Programs, Nazi Victims programs, and Case Management Programs for the past 5 years.  Scott has also utilized his background in business and marketing to elevate his programs, refine business models and cultivate new partners. Scott's most recently recognized program includes the Virtual Senior Center, founded in partnership with Microsoft and the City of New York, developed to leverage technology to provide opportunities for robust health and wellness programs, health care services, as well as arts and cultural programs for New York City's home bound senior citizens.  Scott also is an Adjunct Lecturer at City University of New York.

***From Ancient to Contemporary: Sustaining Integrity and Relevance***

Educators are often charged with making unique, unfamiliar or unconventional collections and exhibitions accessible to visitors.  How can we draw from and maintain the historic or original integrity of our collections, sites, and the vision of our founders while encouraging visitors’ personal connections? This session will explore case studies- including programming, staffing, and interpretation- from two diverse New York cultural sites faced with this common challenge: the Judd Foundation and the Rubin Museum of Art.

* Miri Young is the Manager of Programs and Interpretation at the Judd Foundation. She is responsible for public programs, interpretation, and visitor experience staff and services at 101 Spring Street: artist Donald Judd’s home and studio, which opens to the public in summer 2013. Miri earned an M.A. in Interdisciplinary and Museum Studies from New York University and a graduate education from Victoria University, Wellington. She has held education, interpretation, and project management positions in New Zealand institutions, including the National Museum of New Zealand Te Papa, the City Gallery Wellington, the Dowse Art Museum, and the Museum Educator Association of New Zealand.
* Ashley Mask is the Manager of Visitor Experience and Access Programs at the Rubin Museum of Art. She oversees gallery education, visitor services, and programs for people with special needs. Before starting at the Rubin Museum in 2009, she was the Education Director at the Boulder Museum of Contemporary Art in Boulder, Colorado, and taught at Naropa University in Boulder. She holds an M.S.Ed. in Leadership in Museum Education from Bank Street College, and an M.F.A. in Photography from the University of Delaware. She exhibits her work regularly.

***Tackling the Common Core: From Theory to Practice***

New York State adopted Common Core Standards (CCS) in July 2010. While NYC public schools are tackling issues of implementation, how are cultural institutions responding to these standards? This session will focus on how an art museum, a public park, and a historical society adopted and adapted the CCS.  K12 educators from each institution will share their practice and provide practical tips for integrating CCS into programming to varying degrees.  Participants will discuss the relevance of CCS in their respective institutions, share concerns and challenges, and workshop various approaches of engaging with the CCS with session facilitators.

* Emily Pinkowitz is the Manager of Education, Teen, and Family Programs at Friends of the High Line, where she has spearheaded the implementation of new educational programming since the Park’s opening in 2009. Previously, she worked as an educator and researcher at the Lower East Side Tenement Museum, the Oakland Museum of California, the Exploratorium, and the Prospect Park Zoo. Her pedagogy has been informed by work in social services and community organizing, and ten years as a teaching artist and educator. She has an M.A. in Museum Studies from NYU, where she was a 2009 Museum Studies fellow.
* Emily Potter-Ndiaye is the Manager of Teaching and Learning at Brooklyn Historical Society, where she has been part of the education department since 2009, working closely on student and teacher programs that empower students by encouraging critical thinking and active citizenship while providing meaningful support to teachers. Previously, Emily worked as an educator at the New-York Historical Society, the Contemporary Jewish Museum in San Francisco, and the Institution Marc Perrot in Dakar, Senegal. She earned a B.A. in History and African Studies from Macalester College and a M.A. in Museum Studies from NYU.
* Ai Wee Seow is the Coordinator of School and Educator Programs at the Whitney Museum of American Art. Ai Wee is responsible for coordinating and overseeing all guided school group tours for K-12 students, multi-session projects with teachers and students, and school partnerships. She also oversees and trains a staff of eleven freelance museum educators. Ai Wee is currently enrolled in a Ph.D. program in Education; her research focus is on sustainability of museum-school partnerships.
* Karen Lew is an educator with Friends of the High Line where she leads field trip programming.  Prior to the High Line. She was the Director of Education at the Museum of Chinese in America (MOCA) where she managed the museum’s K-12 education programs, including school group visits, in-school residencies, family programs, and museum educator/intern training programs. She holds a graduate degree in museum education from Bank Street College of Education. Karen is an experienced after-school programs administrator and has worked as an educator at several cultural institutions, including Save Ellis Island, Cathedral of St. John the Divine, and Friends of the Upper East Side Historic Districts.

***Your Personal Twitter Account: Tweeting Toward #MuseumEd Professional Development***

There’s a growing community of museum educators using Twitter for professional development; let your fellow NYCMER members help you join the conversation! In this interactive workshop, beginners will learn how to cultivate their Twitter persona, become familiar with the components of a Tweet (@replies, #hashtags, etc.), and discuss best practices and lingo for engaging in conversations. Intermediate users will focus on best practices while live-tweeting, and strategies for using #hashtags and Twitter’s list feature to find people to follow and gain new followers. This session is not intended for advanced users who already utilize aforementioned features.  Please bring your own smart devices, notebook or laptop. It will be helpful to have the Twitter app loaded on your device.

* Rebecca Mir (@mirseum) serves on the NYCMER Board as the Web Resources and Social Media Coordinator and is dedicated to using digital and social media for educational good. She is an Educator at the New-York Historical Society and the School and Community Programs Developer at the Voelker Orth Museum, Bird Sanctuary and Victorian Garden in Flushing, Queens. Rebecca has a B.A. in Art History from Indiana University of Pennsylvania and an M.A. in Decorative Arts, Design History, and Material Culture from Bard Graduate Center. She is honored to share resources with the #museumed community as @NYCMER.
* Rachael Ropeik is a museum educator who has worked in a number of international institutions, and currently teaches K-12 school groups at the Brooklyn Museum and family programs at the Museum of Modern Art. A Twitter hold-out for a long time, she started her account (@TheArtRopeik) while freelancing so potential employers could get to know her digitally. Before Twitter was a dream in Jack Dorsey’s eye, Rachel earned her B.A. in Art History and French at Wellesley College. A few years after Jack’s Twitter dream became reality, Rachel earned her M.A. in Art History at the Courtauld Institute of Art.
* Miriam Bader serves on the NYCMER board as Website Coordinator. Since joining Twitter at a NYCMER event, she is continually amazed by what can be shared in a mere 140 characters. She tweets as @badermiriam and is the Director of Education at the Lower East Side Tenement Museum. Prior to joining the Tenement Museum, Miriam worked at the Museum at Eldridge Street, Solomon R. Guggenheim Museum, The Jewish Museum, and as a school teacher. She received her MS in Museum Education from Bank Street College of Education.
* Kinneret Kohn (@KinneretK) serves as a Trustee-at-Large on the NYCMER Board and was inspired to join the Twitter community during last year's NYCMER Conference. She is the Education Specialist at the Cathedral Church of St. John the Divine, overseeing family programs and internships. Kinneret received her M.A. in International Education Development from Teachers College, Columbia University and is pursuing an M.A. in Leadership in Museum Education at Bank Street College of Education.
* Desi Gonzalez (@desigonz) is the Kress Interpretive Art Museum Fellow at the Museum of Modern Art where she works on educational resources including audio, text, and multimedia content about the Museum’s collection and special exhibitions. In her free time, she tweets and blogs about contemporary art, feminism, and language, and has been published in The Brooklyn Rail, Hyperallergic, and the A Blade of Grass blog. She has a B.A. in art history and linguistics from Emory University.
* Elisabeth Anne Callihan (@bttyanne) is the Manager of Adult Programs at the Brooklyn Museum where she oversees Target First Saturday and other evening and weekend programs. She joined Twitter a few years ago to prove to herself that she wasn’t technologically challenged. Now she happily tweets about education programs for the Museum’s feed. She holds a B.A. in Art History from the University of Evansville and an M.A. in Fine and Decorative Art from Sotheby’s Institute London. She lives in Brooklyn and is always interested in finding ways to create connections between the arts and community.

***Oral History in a Public Context: Fostering Human Connections with Broader Public Meanings***

Through case study presentations and facilitated small group discussions, this session will examine how oral history can be used in a variety of museum-based projects, from apps to place-making activities to walking tours to educational programs. Oral history is a means of fostering personal connections with the past and with broader public meanings.  Presenters and participants will discuss the challenges and rewards of documenting and telling the stories of people and places that are not previously preserved, old and new methods and technologies to connect the public with these histories, and their contemporary implications.

* Cindy VandenBosch is a museum professional, disabilities advocate, and entrepreneur. She is the founder and owner of Turnstile Tours, an organization that partners with non-profit organizations to create experiences drawn from in-depth research, including tours of the Brooklyn Navy Yard, food carts, and “La Marqueta” in Williamsburg, Brooklyn. Cindy has ten years of experience in the museum field, and has worked with BLDG 92, the Brooklyn Historical Society, the New York Transit Museum, the Museum at Eldridge Street, City Access New York, and the Tenement Museum. Cindy is the Co-Chair of the Museum Access Consortium, dedicated to improving accessibility for people with disabilities.
* Andrew Gustafson is a researcher and guide at Turnstile Tours and has been a New York City guide for four years. He received his B.A. from Middlebury College in history and geography and did graduate work at the University of Colorado-Boulder in geography and criminology. Andrew recently worked at the International Coalition of Sites of Conscience, an organization of museums that use difficult histories to confront contemporary issues, where he was responsible for membership and programs in the former Soviet Union. He is also a trained cartographer and has created maps for cultural institutions around New York City.
* Hanna Griff-Sleven, Ph.D. is the Director of Cultural Programming at the Museum at Eldridge Street. She taught at Grinnell College, as well as being the Director of the oral history project, “Toldot Iowa” (The Jews of Iowa). She taught at Sanyo Gakuen University in Okayama, Japan for several years, worked as an oral history consultant at the Museum of Southern Jewish Experience. Hanna was a Program Officer in the Folk Arts Program at the New York State Council on the Arts. Dr. Griff-Sleven teaches an oral history class at the Eugene Lang College at the New School.
* Molly Garfinkel directs Place Matters, a project of City Lore that produces a Census of Places that Matter, an information bank of little- and well-known places that hold memories, anchor traditions, tell the history of New York City, and contribute to local distinctiveness. Molly has worked in cultural resource management, museum education, and as an exhibition curator, collections archivist and traditional arts presenter. Her research has explored Western and non-Western building traditions, theories of cultural landscapes, and histories of urbanism and city planning. Molly holds a B.A. in Art History from Wesleyan University and an M.A. in Architectural History from University of Virginia.

***Tableau Vivant: History and Practice***

Tableau vivant, which means ‘living picture,’ was frequently used as a form of education in America during the late nineteenth and early twentieth century. From the stages of New York City to private parties and community events, tableau vivant was used socially to share and expand cultural knowledge, and politically to convey messages through artistic performances. The activity is a powerful tool for art museum education because it promotes close looking, learning about the object by physically re-enacting it, and then understanding it more deeply through reflection. This workshop will provide a brief history of the genre and practical tools for engagement.

* Shannon Murphy is a teaching artist at the Noguchi Museum, the Museum of Modern Art, the Guggenheim and the Cooper-Hewitt National Design Museum. Previously she worked as an administrator at the Museum of Modern Art and the Noguchi Museum. She holds a B.F.A. from the Rhode Island School of Design and is working on her M.A. in Art History at the City College of New York. Her research is focused on how women used tableaux vivant during the suffrage movement in New York City.
* Jen Oleniczak is the Founder of The Engaging Educator, a NYC-based organization that specializes in theater, improv, and movement workshops, and professional development workshops for educators. With a dual background in art history and theatre, Jen is also a museum educator, trained actor, and improviser. She’s worked as an educator with the Guggenheim Museum, the Metropolitan Museum of Art, MoMA, the Brooklyn Museum, The Frick Collection, the Noguchi Museum, and the New York Transit Museum. Jen performs every weekend with National Comedy Theatre to keep her improv and acting muscles strong.
* William Crow is Managing Museum Educator at the Metropolitan Museum of Art. In that role he oversees programs serving over 225,000 students and teachers annually. He co-authored the AAM publications *Unbound by Place or Time: Museums and Online Learning* and *All Together Now: Museums and Online Collaborative Learning*. He is Adjunct Instructor in the M.A. Program in Museum Studies at Johns Hopkins, and Assistant Professor of Museum Studies at NYU. He holds a B.A. in Romance Languages and Art from Wake Forest, an M.F.A. in Painting from Hunter College, an M.S.Ed. in Museum Education Leadership from Bank Street, and is a Ph.D. candidate in Cognitive Studies at Teachers College, Columbia University.

***Baobabs, Bivalves, and Button Blankets: Lessons from 12 years of the Discovery Room***

The Discovery Room at the American Museum of Natural History offers families, and especially children ages 5-12, an interactive gateway to the wonders of the Museum and a hands-on, behind-the-scenes look at its science. This session will offer a glimpse into the Discovery Room’s philosophy and history, as well as exposure to the exhibit design and facilitation techniques that keep it fresh. Through hands-on exploration of its activities and facilitated discussion with staff, you’ll learn methods for adapting Discovery Room activities to your own programs and develop strategies for engaging audiences of all ages.

* Daniel Zeiger, the Discovery Room Program Manager, spent his early career as a zookeeper and educator at the Philadelphia Zoo. Prior to joining the Museum staff in 2005, Daniel also served in the education department at the Wildlife Conservation Society, teaching summer camps at the Bronx Zoo as well as designing, constructing, and operating a small Discovery Center at the Queens Zoo. He has a Bachelor’s degree in Biology from Haverford College and is completing his Masters of Science for Leadership in Museum Education from Bank Street College this spring.
* Victoria Broderick is presently the Program Coordinator for the Discovery Room at the American Museum of Natural History. At AMNH, Victoria collaborates in exhibition development, and creates and facilitates K-12 anthropology and natural science curricula. Victoria has also worked at the Rubin Museum of Art as a teaching artist, New-York Historical Society as an educator and a consultant for the diMenna Children’s History Museum, and as an educator at the Brooklyn Children’s Museum and the National Portrait Gallery in Washington, D.C. Victoria received her M.A.T. in Museum Education from The George Washington University.
* Sarah Moshenberg, Discovery Room Assistant Coordinator, has a B.A. in Anthropology with a minor in the History of Art from the University of Michigan, and an M.A.T. in Museum Education from The George Washington University. With a passion for paleontology, zoology and early childhood education, Sarah has honed her teaching and facilitation skills at the University of Michigan Museum of Natural History, the Carnegie Museums of Art and History, the National Zoo and the International Spy Museum.
* Ann Prewitt has degrees in education and anthropology. She has worked for the American Museum of Natural History for twenty-five years. Ann Prewitt was instrumental in the creation of the Discovery Room, and continues to be the major innovator of new exhibits.

***Modeling Teaching Techniques for Access Audiences***

Taking place in the AMNH galleries, highly skilled access educators from a range of institutions will demonstrate facilitated object-based learning for engaging specific access audiences. This session will model best practices for educating visitors who are blind or partially sighted, English Language Learners, individuals with dementia and their caregivers, children who have developmental disabilities, and children with autism. Presenters will explain their methods and teaching techniques, and lead a discussion about strategies participants can use in their own access programs.

* Barbara Johnson develops accessible programs and resources for students and adults as the Education & Access Coordinator for the Department of Public Education & Visitor Services at the Cathedral of St. John the Divine. She is also the Pilot Projects Coordinator for Museum Access Consortium’s *Access at NYC Cultural Institutions for People with Autism Spectrum Disorders* project. Barbara earned her B.A. in Art History from Hobart & William Smith Colleges, where she also completed a NY State teacher certification program for Childhood General and Special Education. She is currently pursuing a M.S.Ed. at Bank Street College of Education.
* Lynn Cartwright-Punnett taught 6th grade at a bilingual school for recent immigrants in Washington Heights for three years. She became an expert in second-language acquisition. Upon becoming a museum educator, Lynn decided that she wanted to help other museum educators support English Language Learners in museums, so she created a working group to share best practices, which is now the NYCMER ELL Peer Group. Lynn has created ELL programs for museums around the city and conducts professional development for museum educators on working with second-language learners.
* Adelia Gregory is a Museum Educator and Program Coordinator at the Brooklyn Museum, where she leads a large group of passionate volunteer and freelance educators who lead gallery-based experiences for over 12,000 individuals each year. She also collaborates with her colleagues on developing a variety of accessible programs for adult audiences to enjoy and use the museum fully. Prior to joining the Brooklyn Museum in 2007, Adelia spent several years at the Wexner Center for the Arts, teaching and coordinating programs for adult, family, school, and university audiences. Adelia has a B.A and an M.A in Art History from The Ohio State University.
* Nitza Horner is a teaching artist and freelance educator at the Metropolitan Museum of Art, an artist resident at Columbia Hospital’s Oncology Pediatric Clinic, and teaches curriculum-inspired art lessons at the Speyer Legacy School. At the Met, Nitza developed two unique “Peer Teaching” programs, one of which empowers non-verbal artists using communication devices to find their unique teaching style via collaborative tours and art making workshops that inspire others. Nitza studied at the Art Teachers College in Ramat Hasharon, Israel, and has traveled extensively in Australia and England.
* Lynette Morse was an elementary and middle school classroom teacher for five years before obtaining her master’s degree in Museum Education from Bank Street College of Education. She has worked in museums for many years, the past eight at the New York Transit Museum. Lynette oversees the development and teaching of school, camp, special needs, and costumed interpretation programs, conducts teacher trainings, and maintains the Transit Museum's Teacher Resource Center website. While working to expand programming for visitors with Autism, Lynette has presented ideas and best practices at various conferences, cultural institutions, and universities.
* Olivia Swisher is the Education Coordinator of Adult and Access Programs at the Solomon R. Guggenheim Museum. Olivia works closely with Georgia Krantz, Senior Education Manager of Adult and Access Programs, to develop and lead the Guggenheim’s *Mind’s Eye* program for visitors with low vision or who are blind. Since joining the Guggenheim, Olivia has worked to expand *Mind’s Eye* to include regular art making workshops. Prior to working at the Guggenheim, Olivia interned at MoMA in the Community and Access division of the Education Department. Outside of her work in museums, she is a practicing artist.

**1:00 PM**

***Creative Conversations about “Sticky” Subjects***

Engaging young audiences in conversation about subjects that are often considered sensitive, difficult, or even taboo presents a special challenge—and excitement—for museum educators. In this discussion and activity-based workshop, we will explore the use of fun, student-driven techniques to effectively address complex subjects such as race, class, gender, and environmental conservation.  By drawing on personal experience, and by using creative vehicles for conversation, attendees will brainstorm effective and appropriate techniques for interpreting challenging subjects in informal learning environments.

* Allison Hague is an instructor at the Prospect Park Zoo, teaching educational programs to visitors aged 2+, and serving as head-administrator for the teen conservation website teensforplanetearth.com. She has worked as an educator in a wide variety of settings, including teaching English in Tokyo and Paris, directing the international youth program while travelling the world aboard a five-star cruise line, and implementing career-driven after-school programs to at-risk middle school students throughout New York City’s boroughs.
* LaShaya Howie is the Education Programs Curator at Weeksville Heritage Center in Brooklyn, NY. Her primary professional and academic interests revolve around making topics of the African Diaspora accessible and relevant to various audiences. She has worked at the African Burial Ground National Monument and the Museum of Contemporary African Diasporan Arts (MoCADA). LaShaya is a Returned Peace Corps Volunteer from Zambia who holds a B.A. in Afro-American Studies from Howard University and an M.A. in Africana Studies with a Concentration in Museum Studies from NYU.
* Katherine Svoboda has been teaching with the Wildlife Conservation Society since April of 2010, leading programs across the spectrum of topics and ages—from “Animal Dating and Mating” for adults, to “Moving Like the Animals” for toddlers. Katherine has bachelor’s degree in Environmental Studies from Stony Brook University, and is currently pursuing a master’s degree in Education at Brooklyn College. Katherine’s very favorite animal is a red fox!

***Pitfalls and Possibilities: Building Strong Relationships Between Museums and Community Organizations***

In this session, museum professionals will focus on strategies to make museum programs more widely available for families and children through the participation of community organizations, which in turn lays a foundation for community outreach, collaborations and relationships. They will discuss best practices and guidelines based on the experiences and outcomes from their programs and partnerships. This session will offer opportunities to share and develop new strategies for increasing the participation of the broader community in museum programs and offerings.

* Shnieka Johnson is an Education Specialist at the Police Athletic League - NYC and an independent consultant specializing in the Common Core, museum partnerships and after school curriculum. Shnieka holds a B.S. from the University of Kentucky and a Master of Science from Bank Street College of Education. She has completed extensive coursework in the area of child development and curriculum, and has hands-on experience in museum and classroom settings.
* Nakeisha Gumbs is a mixed media artist and administrator currently working as a museum educator and Arts Reach coordinator with the Museum of Arts and Design.   She earned a dual B.A. in Art and Visual Culture, and African American Studies from Bates College, and continued research at UCLA Ralph E. Bunch Center in 2007.  She completed an Artist-In-Residency at Sint Nicolaas Foundation for the Arts in Aruba in 2006, and worked for The Museum of Contemporary African Diasporan Arts and Brooklyn Art Incubator.   She has extended visual arts to students at Pace University Upward Bound and Hillview Family Housing Development.
* Rebecca McGinnis is Museum Educator overseeing Access and Community Programs at the Metropolitan Museum of Art. She and her colleagues are internationally recognized for their pioneering programs for visitors with disabilities. In 2011 she received the Kennedy Center Leadership Exchange in Arts and Disability Award for Excellence in Accessibility Leadership, and the American Council of the Blind Achievement Award in Audio Description for Museums. McGinnis co-convenes with *Art Beyond Sight* and hosts the *Multimodal Approaches to Learning* conference (2005, 2007, 2009, 2012) at the Met. She is adjunct faculty in the Museum Studies graduate program at Johns Hopkins University; co-chair of the Museum Access Consortium; chair of the board of City Access New York; and a board member of Arts & Minds, a Harlem organization serving people with dementia and their caregivers. She holds M.A. degrees in History of Art (New York University) and Museum Studies (University of Leicester) and is a doctoral candidate in Cognitive Psychology at Teachers College Columbia University, studying tactile perception and verbal description in mental imagery in blind people.
* Shanta Scott is Manager of Education at the Studio Museum in Harlem where she works with Education Department staff to facilitate partnerships with New York City schools, implement visual art-based programs for families, and offer innovative teen programs. Shanta provides training to museum educators and organizes professional development opportunities for classroom teachers and parents. She has initiated programming for special audiences at the Studio Museum, such as verbal description tours, and assists in the development of interpretative materials, building bridges between the Museum and various communities. Shanta earned a master’s degree in Arts and Cultural Management from Pratt Institute, and is a board member for Arts & Minds, an organization that provides visual arts experiences for people with dementia and their caregivers.

***Watching to Learn: Facilitating Film Programs in Museums***

This session highlights how three different institutions have made film programming a key part of their educational mission and offers participants an opportunity to explore ways in which film viewing could fit into their own teaching practices and programmatic offerings. In particular, this session will explore how films may create connections between classroom curricula and a museum’s collections, as well as their role in programming for youth audience development.

* Jamie Auriemma is the Teen Programs Coordinator at The Jewish Museum, where she develops and implements school-based and after school programs for middle and high school students. Prior to her work at The Jewish Museum, she worked as an educator and program coordinator at a number of institutions including Mount Vernon Hotel Museum and Garden, the American Folk Art Museum, Museum of the Moving Image, Film Society of Lincoln Center and Montclair State University Art Galleries. Jamie holds a B.A. in Art and Art History from Colgate University and an MFA in Experimental Film and Video from Massachusetts College of Art.
* Jordan Smith is Senior Educator at Museum of the Moving image. She first joined the Moving Image team in 2006 as a part-­time museum educator, and returned in 2011 in a full-time capacity. In addition to her work at Moving Image, she has worked as an educator and administrator at various other museums and arts organizations, including Smith College Museum of Art, the American Folk Art Museum, Film Society of Lincoln Center. the Museum of Modern Art, and Tribeca Film Institute. Smith holds a B.A. in Education & Child Study from Smith College and an M.A. in Cinema Studies from New York University.
* Diane Exavier is the Teen Reviewers and Critics (TRaC) Program Manager at Arts Connection High 5 Tickets to the Arts, where she oversees afterschool programs in dance, film, multi-arts, music, theater and visual arts. She also manages High 5’s Freelancer Corps and facilitates High 5's Pizza and a Movie Night. Prior to joining ArtsConnection, Diane helped coordinate Youth Insights at the Whitney Museum of American Art and continues to work as a volunteer consultant for ScholarshipPlus, a college scholarship program. Diane holds a B.A. in Theater and Dance from Amherst College and is currently on Sabbatical from Smith Colleges Theater MFA Program.

***State of School Programs: Putting Research to Work***

What’s happening with K-12 education and museums around NYC, New York State, and nation-wide? We will share findings from our recent study, including tips from teachers about preferred communication methods and factors driving their field trip choices. You’ll find out what’s going on at the DOE, NYC and state cultural organizations, as well as national trends in education that could have an impact on museums. After this share-out, we invite you to participate in a group discussion about how this data intersects with your own programs and what you can do to respond.

* Alexa Fairchild is the School Programs Manager at the Brooklyn Museum and dedicated to providing K-12 students and teachers with valuable, accessible and creative programs grounded in object-based learning. Alexa is committed to public education which fosters respect and understanding across communities, histories and traditions. She has also worked at the UBC Museum of Anthropology, National Gallery of Canada, Art Gallery of Greater Victoria, Lower East Side Tenement Museum, National Museum of the American Indian and Cathedral of Saint John the Divine. Alexa holds an M.S. Ed (Bank Street College of Education) and M.A. in Art History (University of British Columbia).
* Claudia Ocello, President & CEO of Museum Partners Consulting, LLC, has over 20 years’ experience working in museums on education programs, exhibitions, accessibility issues, and evaluation projects. Her clients include museums, libraries, historical societies, and schools. Recently she conducted evaluation projects with the New York Public Library, the Brooklyn Museum, and other NY/NJ cultural institutions. Claudia co-teaches in the Masters in Museum Professions Program at Seton Hall University and won multiple awards from the American Association of Museums and the Association for State & Local History. Claudia earned an M.S. in Museum Education from Bank Street College of Education.

***Experimental Programming: Educator and Artist Collaborations***

This session explores what it means for art museums to invite artists to co-create programs. What are the implications for this collaborative and experimental way of working? In it, museum educators from and contemporary artists collaborating with the Museum of Modern Art and Whitney Museum of American Art will discuss specific case studies from MoMA’s *Artists Experiment* series and the Whitney’s *Youth Insights* program. Museum educators will talk about the impact of these collaborations upon adult and teen audiences, museum staff, and the institutions, while artists will address what the experience has meant for them personally and professionally.

* Heather Maxson has been the Manager of School, Youth and Family Programs at The Whitney Museum of American Art since 2008. She oversees all programming for K-12 schools, educators, teens, and family audiences. Prior to this she worked at the Museum of Modern Art in School and Teen Programs. She has an interest in contemporary art and in providing ways to connect artists and audiences in new and exciting ways. She has a M.S. in Leadership in Museum Education from the Bank Street School of Education and a B.A. in English from Duke University.
* Laura Beiles is the Assistant Director of Adult Programs in MoMA’s Education Department. She organizes exhibition- and collection-related programs with artists, scholars, architects, designers, poets and others. In addition to working on the current new initiative *Artists Experiment*, she recently co-organized *MoMA Studio: Common Senses*, a multisensory environment at the intersection of education, design, and art that aimed to foster our evolving relationships with nature, technology, and our everyday surroundings through community interactions and creative play. She also organized the exhibition *Words in Freedom: Futurism at 100* (2009) and wrote an educators guide for the Museum entitled *Artists Among Nations*.
* Carda Burke has been the Youth Programs Coordinator at the Whitney Museum of American Art since 2011. She coordinates after-school, semester- and year-long programs for New York City high school students that bring teens together with contemporary artists to collaborate on both studio art and writing projects. Prior to this she worked at the Joan Mitchell Foundation as a Teaching Artist working with K-8 students in after-school, summer, and Saturday studio art workshops. She has an interest in the ways that creative expression and education empower students personally and academically. She has M.F.A in Combined Media Studies from Hunter College.
* Kenneth Goldsmith is a poet, founding editor of *UbuWeb*, and the editor of "I'll Be Your Mirror: The Selected Andy Warhol Interviews". He co-edited, "Against Expression: An Anthology of Conceptual Writing" and published "Uncreative Writing: Managing Language in the Digital Age." He teaches at The University of Pennsylvania, where he is a senior editor of *PennSound*, an online poetry archive. He held The Anschutz Distinguished Fellow Professorship in American Studies at Princeton (2009-10) and received the Qwartz Electronic Music Award in Paris (2009). In 2011, he read at President Obama's "A Celebration of American Poetry" at The White House.
* Cameron Crawford is a contemporary artist and published writer working in sculpture and installation. He received a BFA in Fiber and Material Studies from The School of the Art Institute of Chicago and an MFA in Art Theory and Practice from Northwestern University. He has exhibited most recently in the 2012 Whitney Biennial and in Whitewalls: Writing by Artists 1978-2008 at Golden Gallery in New York. He was awarded The Claire Rosen & Samuel Edes Foundation Prize for Emerging Artists in 2011 and his work is included in several private collections.

***Beyond the Stroller Tour: Engaging Caregivers and Babies in a Museum Environment***

Using three different perspectives, this session will explore the relatively untapped audience of parents with children under age 2. Through the lens of the following programs: *Beginning with Art* at The Noguchi Museum, *Bring Your Baby to the Danforth Art* at the Danforth Art, and *Preschool Adventures* at the Children’s Museum of Manhattan, the session will discuss moving beyond stroller tours and creating activities and spaces where caregivers and babies feel a sense of comfort and engagement. Focusing on why this audience is important to museums, the successes and challenges of different program models, how to create appropriate activities, and parents’ perspectives on visiting museums, session participants will evaluate their museums’ family friendliness, create fun and stimulating lesson plans, and brainstorm new programs.

* Amy Boyle is the Associate Educator at The Noguchi Museum where she coordinates programs with a range of audiences including the *Beginning with Art* program. She holds a B.A. from Brown University in Visual Art and an M.A. in Art and Design Education from the Rhode Island School of Design. A New York City native, Amy has worked at MoMA, The New York Botanical Gardens, and the Museum of Art, Rhode Island School of Design.
* Laura Shortt is an Early Childhood Educator and School Programs Supervisor at the Children's Museum of Manhattan (CMOM). In addition to teaching in the *Preschool Adventures* program (designed for caregivers and children ages 14 months-2 years), she helps to oversee and facilitate CMOM's Enrollment Classes, Outreach Programming, and Professional Development trainings. She has over twelve years of teaching experience, eight of which have been with CMOM. Laura holds a BFA from New York University and a MFA from Carnegie Mellon University, and specializes in both early childhood and theater education.
* Alicia Herman earned a certificate in museum education from Tufts University in 2011. Earlier, she received a MSW from Hunter College, CUNY and worked for many years as a clinical social worker. Presently she works at the Boston Museum of Science overnight program. She pioneered the program *Bring Your Baby to the Danforth* *Art* and authored *Bringing New Families to the Museum One Baby at a Time*, published in the *Journal of Museum Education*, Summer 2012. Alicia has twin daughters and loves being a mother.
* Jennifer Hammer is co-founder of *Beginning with Art*, and has been a member of The Noguchi Museum since 2009, when her daughter was born. In addition to being a repeat participant in *Beginning with Art* with her newborn son, Jennifer has a scholarly background in Japanese language and culture, anthropology, the history of design, and professional experience in museum and art education. She currently works as a Project Coordinator at ARTstor.

***Evaluation Impact: The Evolution of Intensive Youth Programs***

We present case studies of the alterations in established out-of-school youth programs over time in response to evaluation data. Learn how evaluation findings led to changes and growth in these programs, and discuss successes, lessons learned, and strategies adopted to address these findings while maintaining the integrity of the programs.

* Brian Levine, Youth Programs Manager/Astrophysics Educator, has been working with intensive student programs at the American Museum of Natural History for the past 8 years. He has written and taught dozens of courses, helped integrate the full extent of AMNH science into a 7-year program that he now manages, and helped transition and expand the 2-year research program as an instructor, curriculum developer, and co-manager. He also contributes to strategic planning, is a NISENet partner, and Public Programs volunteer. Growing up in NYC, he loved AMNH, majored in astrophysics at Stony Brook, he taught middle school science for three years before joining AMNH.
* Priya Mohabir, Manager of Science Career Ladder Institute and Special Projects at the New York Hall of Science, oversees professional development - focusing on career development and mentorship of over 85 participants in the Science Career Ladder program. In addition, Priya oversees grant-funded programs such as NISE Net, a national nanoscience project. Priya joined the program as an Explainer over ten years ago. During this time, Mrs. Mohabir has climbed through the Science Career Ladder working in the Science Technology Library and then as a Science Instructor in our Professional Development department, while earning her B.A from Hunter College in Biology.

***Night at the Museum: Public Programming After Dark***

Love those fun nights with drinks and activities at your favorite cultural institution? Wondering how to make them hip and educational? Join members of the NYCMER Adult Programs Peer Group as we consider and discuss a range of outstanding programs designed to integrate and showcase exhibition content as part of evening social events. Dialogue with experienced public programs educators and workshop your own "night at the museum" with peers. Participants will share strategies for success as well as practical tips for effective marketing, content delivery, talent booking, program evaluation, and more.

* Suzanne de Vegh is Secretary and Peer Group Liaison on the NYCMER Board and Program Officer at Japan Society, where she oversees all exhibition-related public programs for audiences of all ages. Founder of the Japan Society Docent Corps, Suzanne specializes in facilitating diverse, adult learning communities. In 2012 she launched two new, popular series, *Art for Artists*, intensive workshops highlighting Japanese culture and art techniques, and Japan Society’s first book clubs. Suzanne earned a MS in Education from Bank Street College’s Leadership in Museum Education Program and holds a B.A. in Art History from the University of Massachusetts at Amherst.
* Barbara Shapiro is a skilled facilitator of informal learning who creates a 'climate of inquiry' and encourages collaborative exploration and discovery in meaningful conversations with adults about arts and culture. She is able to draw upon her broad personal and professional experience in corporate America, as an independent consultant, and as a museum educator to connect with diverse audiences to elicit insightful perspectives, regardless of their prior knowledge of the arts. Barbara is committed to making the experience enjoyable while striving to enhance reflective, creative and critical thinking skills.
* Michelle Sammons is currently the Educational Resources Coordinator at The Jewish Museum. Ms. Sammons has been with The Jewish Museum for five years and has worked on a variety of programming for schools, families and adults. Most recently, Ms. Sammons oversees programming for *The Wind Up* – a series of after-hours events with art, music, and performance. She holds a B.A. from the University of Colorado and an M.A. in Art History from Hunter College.
* Adrienne Lei is a Trustee-at-Large on the NYCMER board and is responsible for an array of educational programming at The Frick Collection, ranging from gallery programs and internships to lectures and study days. She oversees the museum’s signature *Art Dialogues* program for young professionals and created *The Frick Connection*, a new series of after-hours courses for undergraduates and recent graduates. In 2010, Adrienne founded *Nights at the Frick*. These free, program-packed public evenings delight anywhere from 500 to 1,100 visitors per event and feature special exhibitions, gallery talks, live music, and open sketching, plus curatorial lectures or even ballet performances.
* Dawn Eshelman is Programming Manager at the Rubin Museum of Art where she collaborates with artists, activists, thinkers and tinkerers to create unique experiences for visitors. Previously, she was Program Officer in Japan Society’s performing arts department, produced a traveling performance festival for the Lower Manhattan Cultural Council, marketed programs for Dance Theater Workshop, and developed festivals for the City of Seattle. Passionate about adult learning and its impact, she strives to cultivate opportunities for adult visitors to grow through meaningful adventure. She recently received her MS in Education from Bank Street College’s program Leadership in Museum Education.

**2:15 PM**

***Autism-Friendly Early Openings: How to Engage Community in Training, Design & Evaluation***

Using the Intrepid Museum’s recently launched early openings for children with autism and their families as a case study, representatives from the Intrepid, Autism Friendly Spaces, and the Parent Advisory Council will share a replicable process of staff training, program development, outreach, and evaluation that was used in this project. Participants will leave with a better understanding of how to find and engage the community when designing and evaluating new programs, as well as tips, techniques and considerations for creating programs for families affected by autism.

* Miranda Appelbaum is the Manager of Access Programs at the Intrepid Sea, Air & Space Museum.  In addition to teaching school and community programs as part of the Education Department, Miranda is responsible for the research and implementation of access programs and services that increase accessibility for all visitors.  She is actively involved in the museum accessibility field in New York, as a member of the Museum Access Consortium Steering Committee and NYMCER’s Access Peer Group. Miranda has a B.A. in Anthropology & English from the University of Vermont and an M.A. in Museum Studies from New York University.
* Gizem Tanol is the Director of Program Quality and Evaluation at NYU Steinhardt’s ASD Nest Support Project. She has extensive clinical experience in pre- and in-service teacher training on autism, understanding challenging behavior, parent training, and implementing positive behavior support framework in inclusive settings. Dr. Tanol has served as an Adjunct Assistant Professor of Early Childhood Special Education at Hunter College, teaching courses on behavior theory and student teaching/practicum seminars. Dr. Tanol has presented numerous workshops and published in peer-reviewed journals in the areas of implementation of class-wide reinforcement systems in inclusive settings and implementation of evidence-based classroom practices.

***Museum Teen Summit: Teen Leaders Tell It Like It Is***

Museum Teen Summit is a collective of youth leaders representing diverse museums in New York City who are dedicated to improving and promoting the role of youth in museums. As an entirely youth-directed organization, we will host an entirely teen-led interactive session to introduce adult museum professionals to our work and what it looks like when teens begin to shape the field of museum education for the future.

* Billy Zhao is student at the Macaulay Honors College at Hunter College. He has participated in programs with the Museum of Modern Art, Whitney Museum of American Art, American Museum of Natural History, Cooper Hewitt National Design Museum and many more. Through these programs Billy realized his love for art history and plans to study it, in hopes of becoming a curator. Billy has been a part of Museum Teen Summit since its founding and is a strong advocate for building teen and museum relations.
* Emily Da Silva-Prado is a new member of Museum Teen Summit. She is a senior at the Professional Performing Arts School in New York City and has participated in museum programs at various institutions such as The Museum of Modern Art, The Frick collection, and the Metropolitan Museum of Art. Currently she is working at the Met as an intern in the department of Medieval Art and the Cloisters, and also works with the Museum of Modern Art Teens.
* Seunghee Kim is a junior at Irvington High School in New York. Currently, she represents the Guggenheim Museum and the New-York Historical Society. Seunghee joined Museum Teen Summit in February 2013. Her interests include art history, museum studies, architecture, and visual arts.
* Joygill Moriah is a CUNY Baccaluareate student studying Space and Virtual Space in Contemporary Art and the Role of the Curator in the Digital Age. He has been a member of Museum Teen Summit since its inception in July 2011. Prior, Joygill interned at the New Museum. Currently, he is interested in film and book characters who create or build the world around them, multimedia experiences, and rebuilding the museum as a truly open and accessible cultural institution. He enjoys dancing and creating dances. His favorite music to listen to right now is rapper/storyteller Gucci Mane and the 80’s alternative rock band The Cure. He finds their melodies emotional and Robert Smith's lyrics heartbreaking.
* Kevin Park is a sophomore at Eugene Lang College, The New School for Liberal Arts. Prior to becoming a member of MTS, Kevin was an intern at the Jewish Museum for three years. At the Jewish Museum, he assisted with family programs and drop-in studio workshops for children. Outside of MTS, Kevin is a Community Organizing Intern at Girls for Gender Equity, co-facilitating sexual harassment workshops and leading a weekly group for middle school boys about gender stereotypes and deconstructing masculinity.
* Cliff Tang is a student at the Collegiate School. He has participated in programming at The Frick Collection, Whitney Museum of American Art, Museum of Modern Art, Rubin Museum of Art among others. Currently Cliff is working in the education departments at the Museum of Modern Art and the Museum of the City of New York. Cliff has recently joined Museum Teen Summit, and he is interested in uncovering more about the relationship between museums and teens.
* Although Ramona Venturanzais a Queens resident, she runs, plays, and lives across the bustling streets of Manhattan. She is 19 years young (a.k.a., still a teen) and spends most of her days glued to a desk at Fordham University, where she studies journalism. However, she is not only limited to the art of news objectivity; her interests encompass the art of Dali, Monet, and Picasso. Her Saturday mornings consist of volunteering at the Guggenheim, where she teaches visitors about Frank Lloyd Wright’s vision. Moreover, her eyes for the art world are truly opened at Museum Teen Summit.
* Katie Zhao is a junior at LaGuardia High School. She is an intern at the Jewish Museum and a volunteer at the Guggenheim. Last summer, she interned at the Children’s Museum of Art. She enjoys working with children and seeing them have fun with art-making activities. She hopes to continue to work with kids in the future. Currently, she spends a lot of her time making art inside and outside of school and also hanging out with her friends. She likes to play piano, do yoga and other volunteer work on the side.
* Angelina Salgado is a recent graduate from the Art Education graduate program at the City College of New York. She is the coordinator for the young adult internship program in museum education at the Museum of the City of New York, where she also works as Museum Educator. Angelina is particularly interested in art museum education and youth programming. She has been an advisor to the Museum Teen Summit since its inception in July 2011. Museum Teen Summit has served as the basis for her research for her graduate thesis about museum teen programming. Angelina is also a practicing figurative artist.
* Marit Dewhurst is the Director of Art Education and Assistant Professor in Art and Museum Education at the City College of New York. She worked at the Museum of Modern Art, where she directed multiple teen programs for seven years. She has presented and published work in multiple settings related to social justice education, community-based art, youth empowerment, and museum education. She is currently the advisor to the Museum Teen Summit.

***The Think Tank: Art Museum Educators and K-8 Teachers in Dialogue***

Over the past school year, fifteen art museum educators and K‐8 teachers have convened a "think tank" to explore the art museum field trip experience and its connections to classroom learning. At this conference, we expand the dialogue to include the voices of session participants, who will consider the question,  "What does success look like for a school tour at an art museum?" This session features presentations from two classroom teachers, who will share videotaped student interviews conducted after visits to The Noguchi Museum and the Metropolitan Museum of Art.

* Rebecca Shulman Herz is Head of Education at The Noguchi Museum. She founded the *Think Tank* in 2010; participating teachers collaboratively consider a different topic each year. During fall 2012 this group expanded to include museum educators city-wide, as well as classroom teachers. Before joining The Noguchi Museum, Rebecca was Senior Education Manager, Learning Through Art, at the Solomon R. Guggenheim Museum. She has a degree in Museum Education from George Washington University and an M.A. in Art History at Hunter College. She is the author of *Looking at Art in the Classroom: Art Investigations from the Guggenheim Museum*.
* David Bowles is the Assistant Museum Educator for School Programs at the Metropolitan Museum of Art. He establishes goals for high quality school tours for students in grades 1-12, and manages training for some 180 Museum Teaching Volunteers, teaching interns and contractual staff members who teach within the guided school tour program. Before this, he worked in School Programs at the Rubin Museum of Art for five years, where he developed programs that fostered meaningful learning experiences with the art of Himalayan Asia. David has an M.S.Ed in Museum Education from Bank Street College and a B.A. with Honors in Art History from McGill University.
* Luned Palmer is an Educator at the Noguchi Museum, and a participant in the Think Tank. She is currently pursuing her master’s degree, with a focus on Museum Education, at Bank Street College of Education. In the summer, she enjoys the role of Director with Curious Jane Camp. Before becoming a museum educator, Luned worked as a high school art teacher and an elementary school teacher.
* Madeleine Stern is an art educator and practicing artist. She received a B.A. from Oberlin College and an MFA from Pratt Institute and currently teaches art, grades K-5, at VOICE Charter School in Queens, NY.
* Marissa Ayala is a classroom teacher at a progressive, elementary, public school in Manhattan. With *Think Tank*, she collaborates on museum education and the impact museum visits have on student achievement. Marissa is an art teacher with Scribble Art Workshop, a program designed to bring art classes to children in the Inwood community, and works with one "Guild" to sell their art to support art scholarships. Marissa has an MFA in Creative Writing from the New School and an M.S.Ed. in Special Education from Hunter College. She has two poems recently published through Connotation Press.
* Anna Lundgren is an educator who came to the field from a prior career in art galleries and publishing. She earned a B.A. in Art History from Barnard College, and an NLS. Ed. From Bank Street in Childhood Education and Museum Education. She currently teaches third grade at Greene Hill School, and has taught in museum and school settings for the past six years.
* Diane Berman currently teaches first grade at PS 87 on the Upper West Side in Manhattan. She has a B.A. from Brandeis University and a M.A. from Washington University in St. Louis. After working for a number of years as an architect, she changed career paths and was selected to be a New York City Teaching Fellow. Prior to joining the staff at PS 87, she worked at a school in the Bronx, where she taught 1st, 2nd, and 3rdgrade. Due to her background and passion for art, Diane always looks for new ways to infuse art into her classroom. This is her second year participating in The Noguchi Museum's *Think Tank*.
* Liz Titane is the co-founder and co-director of e2 education & environment (www.e2educatìon.org), a non-profit specializing cross-cultural learning experiences. Additionally Liz currently serves on the faculty of the Packer Collegiate Institute as a studio art teacher, on-site museum educator, and global education curriculum coordinator.
* Barrie Miskin works for Academy of the City Charter School as a Lead Teacher for kindergarten. She comes to the Academy of the City by way of Morocco where she served as a Kindergarten and First grade teacher at the American School of Marrakech. Barrie has a bachelor’s degree in English from SUNY Buffalo and a Masters Degree in Childhood General Education/Museum Education from the Bank Street College of Education. She also brings teaching experience from the Berkeley Carroll School in Brooklyn and has co-directed an arts-focused summer program during her time in Morocco.

***Strategies for Evaluating Visitors’ Experiences Using Technologies***

Two evaluators specializing in visitor research will examine the relationships between museums and their public and technologies (e.g. apps, website, QR codes), both onsite and offsite. We will present examples from our own experiences combined with current research on the kinds of information uncovered through evaluation. We will share strategies for employing agile evaluation and provide attendees with an opportunity to formulate research questions, strategies and even analyze a bit of data.

* Jackie Armstrong is the Emily Fisher Landau Fellow in Education at the Museum of Modern Art where she works cross-departmentally planning and conducting visitor research, as well as evaluating museum initiatives. Previously, she was the Audience Researcher in the Education Department at the Art Gallery of Ontario. Ms. Armstrong completed a master’s degree in Museum Studies at the University of Toronto, focusing on Museum Education and Visitor Research. She is most interested in using evaluation to help museums make informed decisions for improving visitor experience. Ms. Armstrong also sits on the Membership Committee of the Visitor Studies Association.
* Karen Plemons, M.S. Ed., has worked as an educator, researcher, and evaluator. Ms. Plemons was recently hired as the Assistant Museum Educator for Program Evaluation at the Metropolitan Museum of Art. Prior to this she managed projects for the non-profit New Knowledge where she focused on assessing learning through online and media experiences, and worked as a Research Associate for the Institute for Learning Innovation. Having completed a master’s degree in Museum Education at Bank Street College of Education, Ms. Plemons is also experienced as a teacher of pre-k to high school aged students in formal and informal learning environments.

***Smile, You’re on Camera: Video as a Reflection Tool***

How can teaching artists and gallery educators develop a deeper understanding of classroom culture, behaviors and effective teaching? As part of a larger Guggenheim initiative of inclusive practice, teaching artists and museum educators have been sharing observations and reflections on their teaching with each other and have engaged in a video reflection process, whereby all of the teaching artists and educators involved in onsite school programs and outreach review video and provide feedback. This experimental assessment research has proved to be a successful tool for connecting the museum and classroom learning, strengthening teaching, and providing a forum for discussion and professional development for the field. In this session, participants will partake in the video reflection process and walk away with a set of new tools for museum/school partnership reflection.

* Lindsay Smilow is the Associate Manager of Learning Through Art at the Guggenheim Museum, where she oversees selected Teaching Artists and conducts observations, sharing performance-related feedback, and writes/discusses performance reports for a number of arts residencies. She develops curriculum alongside teachers and teaching artists and teaches in the galleries. Prior to her work at the Guggenheim, she served as the Manager of School Programs at the Queens Museum of Art, where she conceived, implemented, and assessed an active and vibrant body of discussion-based and studio programs centered on the museum’s permanent collection and special exhibitions. Lindsay has a background in Studio Art and Art History and is currently a PhD Student at the CUNY Graduate Center.
* Jenny Bevill has been collaborating with NYC teachers to integrate visual arts into the classroom since 1992. Before joining the Guggenheim Museum’s Learning Through Art program in 2004, she worked with the Brooklyn Museum, the Center for Arts Education, and the DOE’s Sites for Students program. She earned her BFA from Parsons School of Design and her M.A. in Art and Art Education from Teachers College. As a Learning Through Art teaching artist, Jenny teaches long term residencies in the New York City public elementary schools where she provides direct service to approximately 175 students in grades 3-5 each year. In addition to this, she collaborates on curriculum development, arts integration, and using art to build community with the school staff.
* Rachel Crumpler has been working in education and the arts for more than eight years at the Montessori Centre in Nashville, TN, and in New York City museums including the Solomon R. Guggenheim Museum, Whitney Museum of American Art, Queens Museum of Art, and Noguchi Museum. She has also served as Program Manager for Foster Pride, a non-profit organization that provides free art to children in the foster care system, and currently teaches writing at New York University’s Stern School of Business. She holds a B.A. in Journalism & Mass Communication from the University of North Carolina at Asheville and a M.A. from Stony Brook University in Art History, Theory and Criticism.
* Mayrav Fisher has served as Education Manager for School and Family Programs at the Solomon R. Guggenheim Museum since January 2006. She oversees all family programs, school programs, training of museum educators, and professional development of classroom teachers and administrators at the Guggenheim. Previously, Mayrav worked at the Whitney Museum of Art, the Hudson River Museum, and the Cooper-Hewitt National Design Museum. Mayrav holds a MS in Education from the Bank Street College of Education and a B.A. in art history from Hunter College of the City University of New York.
* Greer Kudon is the Senior Education Manager, Learning Through Art at the Guggenheim Museum. Previously, Greer worked as the Senior Manager for School Programs and Outreach at The Jewish Museum and the Head of School Programs at the Whitney Museum. She also was an elementary school teacher in the New York City public schools. Greer has her B.A. from Washington University in St. Louis and M.A. in Arts Administration from NYU.

***Access to Art - Creating Opportunities for Adults in Mental Health Programs***

This session will examine the use of art education to change lives and create opportunities for vulnerable populations in mental healthcare programs. Carrie McGee, of MoMA’s Community and Access Programs, and freelance art educator Anthony Viti will share their experiences partnering with The Bridge, Inc., a nonprofit, multi-service agency that offers a comprehensive range of rehabilitative services, and the Rainbow Heights Club, an advocacy program for lesbian, gay, bisexual and transgender people living with mental illness. The presenters will share their program philosophies, approaches, and outcomes, and then facilitate a dialogue with session attendees hoping to engage in similar work.

* Anthony Viti’s experience as an activist informs his work both as an artist and as an educator. He currently teaches art history at the School of Visual Arts to students for whom English is a second language and facilitates a visual thinking group that he developed for The Rainbow Heights Club, a mental health program that serves lesbian, gay, bisexual transgender people. He is also a freelance educator at the Brooklyn Museum, where he develops and facilitates family programs for special exhibitions. He has recently joined the Judd Foundation to give guided visits to Donald Judd’s 101 Spring Street building.
* Carrie McGee is the Associate Educator for Community and Access Programs at MoMA. She is responsible for the recruitment and training of museum educators, for developing and facilitating programs for people with disabilities, and for groups from community-based organizations. These programs serve diverse audiences including individuals with individuals with mental illness. She is the co-author of *Meet Me: Making Art Accessible to People with Dementia*. Carrie also teaches a seminar at the Museum for medical students from Columbia University College of Physicians and Surgeons and serves on the Board of Directors of the Global Alliance for Arts and Health.

***Video Games, Museums, and Learning***

Video Games, Museums, and Learning will address numerous issues related to the exhibition of video games in museum spaces as well as the creation of learning activities involving the use of video games and digital game creation. Attendees will gain unique insight into the ways in which Museum of the Moving Image and American Museum of Natural History have incorporated video games into their exhibition and education programs. They will also emerge from the panel with a richer understanding of the pedagogical and practical challenges involved in developing gallery-based and museum-based learning activities that introduce concepts related to game design, systems thinking, and computation.

* Christopher Wisniewski is Deputy Director for Education & Visitor Experience at Museum of the Moving Image, where he manages all aspects of the museum’s educational programs for students, families, children, teens, adults, and senior citizens, ranging from formal curriculum-based activities to informal and online offerings. A published author and adjunct instructor at New York University, Wisniewski has spoken at numerous conferences and forums nationally and internationally and served on the steering committee for the NYC DOE’s Blueprint for Teaching and Learning in the Moving Image. Wisniewski also oversees the Museum’s guest services department, including its store and café.
* Barry Joseph is the Associate Director for Digital Learning at the American Museum of Natural History. Really. He sometimes has a hard time believing it himself. What an exciting time to explore the intersection of digital media and museum-based learning! In fact, his desk, on the 4th floor, is right down the hall from where the MacArthur Foundation, back in 2006, first announced its new Digital Media and Learning Initiative, whose efforts were central to Barry's previous work as the director of Global Kids' Online Leadership Program. But enough about him. Introduce yourself @MMMooshme or at Mooshme.org.
* John Sharp is the Associate Professor of Games and Learning in the School of Art, Media and Technology at Parsons The New School for Design Where he is co-director of PETLab (Prototyping, Education and Technology Lab). John is a game designer, graphic designer, art historian and educator. His research is focused on game design curriculum, video game aesthetics, the history of play, and the early history of computer and video games. John is a member of the game design collective Local No. 12, which creates games from and for cultural contexts and conventions. He is also a partner in Supercosm LLC, a consultancy for non-profits and organizations in the arts, education and entertainment fields. He is the guest curator of *Spacewar! Video Games Blast Off* at Museum of the Moving Image.

**3:45 PM – POSTER SESSION**

***From Stones to Stars: Three Virtual Worlds for Science Education***

Explore virtual worlds created by middle school students based on evidence gathered from AMNH collections. Delve into ancient environments, fly through the galaxy, and resurrect Neanderthals using both proprietary and free software.

* Nathan Bellomy is the Youth Initiatives Coordinator at the American Museum of Natural History, where he creates curricula that combine cutting edge technologies with current science content. With nearly two decades’ experience as a museum educator, Nathan has collaborated on many technology education initiatives at AMNH and other science institutions.
* Debi Linton is a part-time instructor for the Adventures in Science program at the American Museum of Natural History, where she designs and delivers diverse and involved curricula to children from Pre-K through middle school. Debi earned a Ph.D. in paleontology before turning to museum eduction, prioritizing hands-on student interaction with real and virtual objects.

***Success Begins With Collaboration: Transcending a Single Visit Program Through Team Work and Action Research***

An introspective look at how a single visit program, *Target DesignK12:* *Design in the Classroom* was developed through team work and action research. Learn how design educators and administrators collaborated by way of monthly team conversations that directly impacted the program’s success.

* Kimberly Cisneros manages the K-12 programs and tours for the Cooper-Hewitt, National Design Museum.  Currently, during museum renovations she primarily manages the *Target Design K12:  Design the Classroom* program which brings design workshops to thousands of New York City Students. In addition, she supports institution-wide design education initiatives, including local and national professional development programs and events.  She was a Southern California Title One Teacher for over six years before graduating Bank Street College of Education with a focus in art museum education.
* Jessica Nuñez joined the Smithsonian’s Cooper-Hewitt, National Design Museum in December 2011, after nearly six years of working as a museum educator at the Newark Museum. As Education Assistant, Ms. Nuñez takes a lead role in the *Target Design Kids* family programs and assists with school programs. Her work includes coordinating family programs with Todd Oldham, Van Cleef & Arpels, and many other designers – as well as designing internal publications that have served as teaching resources for both programs. Jessica is currently completing her master’s thesis in museum translations at Rutgers University.

***Unpacking the Common Core (CC): Practical Applications For Your Programming***

The Common Core is now the standard by which teachers and students must abide. Learn how to incorporate the literacy skills of the CC requirements into museum programming without reinventing the wheel.

* Lynn Cole is currently the Interactive Exhibits Supervisor at Queens Borough Public Library, Children's Library Discovery Center where she manages the STEM programming for children and families. Prior to that, her twenty plus years of cultural institutions experience has included the North Carolina Botanical Garden and the Museum of Discovery in Little Rock, AR. She received her professional education from the Bank Street College of Education and the University of North Carolina at Chapel Hill

***Contemporary Meets Colonial: Engaging a Community Through Art***

The Morris-Jumel Mansion is Manhattan’s oldest private residence and has operated as a museum for more than one hundred years. How can we, as educators, reinvigorate a historic site and expand the scope of the visitor experience? The goal is to think beyond the mission statement and engage today’s community through changing experiences. Hear from museum staff and artists about how they think “outside the box” and create dynamic exhibitions that capitalize on community resources, combining history with contemporary art to reach new audiences.

* Carol Ward joined Morris-Jumel Mansion’s staff in August 2008, after three years at the Bruce Museum in Greenwich, Connecticut, where she served as Museum Educator and Outreach Coordinator. Ms. Ward is an art historian with a master’s degree in museum education from the College of New Rochelle, and a master’s degree in art history from Hunter College. She oversees the school and adult programming at Morris-Jumel, and develops the public program and exhibition schedules. She strives to create programming that makes the museum an integral part of the community.
* Andrea Arroyo is an award=winning artist with an extensive trajectory. Her work is in the Library of Congress, the Smithsonian Institution, and the National Museum of Mexican Art. She has received commissions from the International Museum of Women and El Museo del Barrio. Awards include Award Artist, selected by President Clinton, 21 Leaders for the 21st Century; Groundbreaking Latina in the Arts; Official Artist of the Latin Grammys; Outstanding Latina of the Year, and New York Foundation for the Arts Fellowships. Ms. Arroyo’s work is exhibitied, published, and widely collected. She is also a curator and speaker.
* Frank Vagnone serves as Executive Director of the Historic House Trust of New York City. Prio to joining HHT, Franklin was Executive Director of the Philadelphia Society for the Preservation of Landmarks. Among his many achievements at that institution was the Contemporary Art Program, a program that brought contemporary art to Philadelphia’s historic houses. Franklin has professional experience in preservation, architecture, design and archive management. He also teachers design and has lectured nationally on historic house museum interpretation. Franklin has degrees in Architecture and Anthropology from University of North Carolina at Charlotte, and a Master of Architecture from Columbia University.

***History of Tableau Vivant***

Tableau vivant, which means ‘living picture,’ was frequently used as a form of education in America during the late nineteenth and early twentieth century. From the stages of New York City to private parties and community events, tableau vivant was used socially to share and expand cultural knowledge, and politically to convey messages through artistic performances. The activity is a powerful tool for art museum education because it promotes close looking, learning about the object by physically re-enacting it, and then understanding it more deeply through reflection. Explore how this technique can be used for effective gallery teaching.

* Shannon Murphy is a teaching artist at the Noguchi Museum, the Museum of Modern Art, the Guggenheim and the Cooper-Hewitt National Design Museum. Previously she worked as an administrator at the Museum of Modern Art and the Noguchi Museum. She holds a B.F.A. from the Rhode Island School of Design and is working on her M.A. in Art History at the City College of New York. Her research is focused on how women used tableaux vivant during the suffrage movement in New York City.
* Jen Oleniczak is the Founder of The Engaging Educator, a NYC-based organization that specializes in theater, improv, and movement workshops, and professional development workshops for educators. With a dual background in art history and theatre, Jen is also a museum educator, trained actor, and improviser. She’s worked as an educator with the Guggenheim Museum, the Metropolitan Museum of Art, MoMA, the Brooklyn Museum, The Frick Collection, the Noguchi Museum, and the New York Transit Museum. Jen performs every weekend with National Comedy Theatre to keep her improv and acting muscles strong.

***Resources for Museum Accessibility from the Museum Access Consortium (MAC)***

This poster will provide an introduction to networks and resources that can help you improve accessibility for people with disabilities at your institution.  Steering committee members of the Museum Access Consortium will be on-hand to answer questions and present resources, tips, and case studies for improving accessibility at cultural facilities of all types.

* Cindy VandenBosch is a museum professional, disabilities advocate, and entrepreneur. She is the founder and owner of Turnstile Tours, an organization that partners with non-profit organizations to create experiences from in-depth research, including tours of the Brooklyn Navy Yard, food carts, and “La Marqueta” in Williamsburg, Brooklyn. Cindy has ten years of experience in the museum field, and has worked with BLDG 92, the Brooklyn Historical Society, the New York Transit Museum, the Museum at Eldridge Street, City Access New York, and the Tenement Museum. Cindy is the Co-Chair of the Museum Access Consortium, dedicated to improving accessibility for people with disabilities.
* Ellen Rubin, accessibility consultant and MAC Steering Committee Member, has served as an access consultant for science centers and  museums since 1996.  She has developed techniques for creating greater usability for hands-on exhibits for people with a variety of disabilities, with particular attention to enhancing the experience of visitors who are blind or low vision.  She has contributed to the development of universal designed exhibits, as well as providing staff development and training for numerous and diverse organizations, including the National Park Service as contracted by the National Center on Accessibility on site at the Grand Canyon; RAF Models, Winston-Salem, NC; the Center for the Advancement of Informal Science Education (CAISE), Washington DC; the Association of Science and Technology Centers (ASTC), Washington, DC; NY Hall of Science; MoMA; and the Lower East Side Tenement Museum.  She holds degrees in both Special Education and Museum Education. Ellen has been a member of the Museum Access Consortium (MAC) since its inception.
* Miranda Appelbaum is the Manager of Access Programs at the Intrepid Sea, Air & Space Museum.  In addition to teaching school and community programs as part of the Education Department, Miranda is responsible for the research and implementation of access programs and services that increase accessibility for all visitors.  She is actively involved in the museum accessibility field in New York, as a member of the Museum Access Consortium Steering Committee and NYMCER’s Access Peer Group. Miranda has a B.A. in Anthropology & English from the University of Vermont and an M.A. in Museum Studies from New York University.