

2014 NYCMER Session Descriptions and Presenter Bios

11:00 AM

Activating History: Interpretation in Three Acts

In 2008 three prominent Brooklyn cultural institutions came together to research and interpret abolitionist history in Brooklyn through a project called *In Pursuit of Freedom*. Six years later with new scholarly research under our belt, Brooklyn Historical Society, Irondale Ensemble Project and Weeksville Heritage Center are “activating” this history through exhibits, school programs, a website, an online curriculum, walking tours and theater. Using this partnership as a case-study, a representative from each institution will discuss how they are activating the scholarly research in their institutions.

- Kate Fermoile has been committed to history education and museum interpretation for 20 years. Currently Project Manager of the *In Pursuit of Freedom Project* and formerly Vice President for Exhibits and Education at Brooklyn Historical Society, Ms. Fermoile has overseen the development of exhibits, programs and curriculum kits and implemented several federal Teaching American History Grants. During her eight years as Director of Education at the Lower East Side Tenement Museum, Ms. Fermoile conceived of and developed exhibits, including the city’s first hands-on, interactive living history program, *The Confino Family Apartment: A Living History Program*.
- Alex Tronolone grew up in NYC public schools and in a sense never left. He is currently the full-time Education Coordinator at Brooklyn Historical Society. Alex has been an educator for seven years in the city and has experience working with students of all ages in a variety of settings. As a NYC Teaching Fellow he earned an MSed in adolescent special education and taught a 6th grade ICT (integrated co-teaching) class in Bushwick, Brooklyn. Alex’s specialty is creating a calm and fun atmosphere for all groups of students in order to connect students to history and NYC’s amazing breadth of cultural institutions.
- Amanda Hinkle is the Director of Education at Irondale Ensemble Project, a 30-year-old ensemble-based off-broadway theater in Brooklyn, NY. She has served students and teachers through teaching, creating curricula, and managing arts education programs for over 10 years. Irondale has led her to create partnerships with Mark Morris Dance Group, BRIC Arts Media, and Polytechnic Institute of NYU – as well contribute to the *In Pursuit of Freedom Project* with Brooklyn Historical Society and Weeksville Heritage Center. She currently moonlights as Education Coordinator for Strike Anywhere Performance Ensemble and consultant for Brooklyn Youth Company.
- 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 also 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 BA in Afro-American Studies from Howard University and an MA in Africana Studies with a Concentration in Museum Studies from NYU.

Activating the Museum through Pop-Up Experiments in Visitor Engagement

Learning and activity spaces don't have to be fixed in order to have a lasting impact. MoMA educators will present experiments with pop-up interventions that activate the museum's galleries and interstitial spaces. These experiments run the gamut from physical resource zones to ephemeral pop-up performances, conversations, and hands-on activities. The presenters will outline the goals, benefits, and challenges of pop-ups; touch upon the collaborative process of developing them, and share research findings. Finally, presenters will lead participants in a brainstorming activity that can be used to generate ideas for similar pop-up activities and spaces at their own museums.

- Sara Bodinson is Director of Interpretation and Research in the Department of Education at The Museum of Modern Art, overseeing the development of in-gallery and web-based interpretive resources for a wide range of audiences. She also oversees qualitative visitor research and evaluation initiatives at the museum. Previously at MoMA, Ms. Bodinson coordinated internship programs for high school, college and graduate students as well as a museum studies program, podcasts and online resources for teens. Sara holds a BA in Art History and Film Studies from Smith College and an MA in art history from Hunter College.
- Stephanie Pau is Associate Educator, Interpretation & Research at The Museum of Modern Art in New York, 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 (SFMOMA) honing her skills in analog and digital interpretation, multimedia production, and educational technology. Stephanie holds a B.A. in Anthropology (Archaeology emphasis) at the University of California at Berkeley, followed by graduate work in the M.A. in Museum Studies program at San Francisco State University.
- Sarah Kennedy is Associate Educator, Lab Programs at The Museum of Modern Art in New York, where she works on developing the MoMA Studio program with the Adult and Academic Programs team, in collaboration with contemporary artists and many colleagues across the Museum. MoMA Studios are free, interactive spaces offering drop-in programs, artist-led workshops and participatory activities to visitors of all ages in conjunction with an exhibition or a topic in modern and contemporary art. Sarah holds a B.A. in Art History and Cultural Studies at McGill University in Montreal, Canada, and completed graduate work at New York University's Steinhardt School of Art, receiving an M.A. in Visual Arts Administration.
- Jackie Armstrong is the Emily Fisher Landau Education Fellow at the Museum of Modern Art where she works cross-departmentally planning and conducting visitor research and evaluation. Previously, she served as the Audience Researcher in the Education Department at the Art Gallery of Ontario. She completed an MA in Museum Studies at the University of Toronto, and is interested in how museums engage diverse publics and in using evaluation methods to help museums make informed decisions for improving the visitor experience.

Art for All: Our Path to a More Open Museum

Exploring the ways that the Children's Museum of the Arts attempts to shift the meaning of accessibility in museum education, this panel will address program strategies for partnering with social services professionals, including occupational therapists and art therapists, to build a more inclusive welcoming community within the museum walls. Through the collaboration between museum education and social services, CMA works to create an approachable space that is a

resource for children and families regardless of ability or means. CMA staff and consulting therapists will share best practices and discuss successful outcomes as well as challenges in collaborative programming.

- Rachel Rapoport joined CMA as the Director of Community Programs in 2008, after completing her MA in Arts Administration from Columbia University Teachers College. In her six years at CMA, Rachel has expanded programs for ASD children and launched new program initiatives for foster care families and for physically disabled children. Rachel has successfully secured funding from the NEA and IMLS expanding CMA's programming to serve diverse individuals and communities. Rachel also served as the Arts and Education Specialist at the Zimmer Children's Museum in LA. She received her undergraduate degree in Fine Arts and Economics from Brandeis University.
- Sarah Pousty received her Master's degree in Art Therapy from New York University with a thesis focusing on the potential of providing art therapy informed programming in museum settings. She is a Registered, Board Certified Art Therapist and New York State Licensed Creative Arts Therapist. Sarah has worked in museums throughout New York City since 2003 and serves as the lead facilitator for the CMA ARTOGETHER program. Along with her work at the museum, Sarah works as an art therapist providing services for children and families who are healing from trauma.
- Debra Fisher graduated with a BFA from NYU Tisch School of the Arts in 1980, after which she spent 15 years as a television-marketing executive. Debra decided to pursue a career as an occupational therapist (OT) and returned to college in 2001 and received her BS and MS degrees in the field of OT in 2006. Debra is now in her 8th year as a senior occupational therapist at The Manhattan School for Children; an inclusive New York City public school where children with physical disabilities learn side by side their typically developing peers.

Building Community from the Inside Out

To truly participate with your local community, you first have to build community within your organization. The Tenement Museum works to create a strong bond between staff members based on its social mission, and has had a variety of successes and challenges. Over the last 6 years, the Tenement Museum has prioritized the development of an outreach method. Part of this has been to realistically assess our connection and capacity, and how it effects serving the neighborhood of the Lower East Side.

- Pedro Garcia has worked at the Tenement Museum in managing the neighborhood's ESOL program for the past 6 years. This has allowed him to better access the neighborhood of the Lower East Side. Pedro is Senior Education Associate for Training and ESOL at the Tenement Museum and is currently pursuing his MA TESOL at the New School. All of these experiences and new skills have helped him better understand the work the Tenement Museum does.
- Emily Gallagher's work at the Tenement Museum involves collaborating with local non-profits and organizations, especially those that work with immigrant populations, in the museum's oral history project. She hosts events for community groups at the Museum, building ties between the Museum and the New York City immigrant community at large.

Connected City: Teen Programs that Network

How can teen programs act as portals for connecting young people to their peers, their neighborhoods, and the cultural landscape of New York? Join us for an interactive workshop in which participants create their own cultural assets maps, find new bridges between each other and their communities, and leave with actions steps for continuing the conversation. Teen Programmers at Friends of the High Line, High 5/ArtsConnection, No Longer Empty and the Rubin Museum of Art will share program models that extend beyond their walls in different ways, and kick-off a collaborative dialogue that we hope will extend beyond the conference.

- Emily Pinkowitz is the Deputy Director of Programs & Education at Friends of the High Line, where she spearheaded the development of youth programs and aided in the launch of community engagement initiatives 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, and the Exploratorium. She holds an MA in Museum Studies from NYU, where she was a Museum Studies Fellow and an American Alliance of Museums Diversity Fellow, and she currently sits on the Board of the New York City Museum Educators Roundtable.
- Pauline Noyes founded and manages all aspects of the Rubin Museum of Art's career ladder programs for teen and college students, including the Art Labs, RMA Teens, Teen Guide Council and Apprentice Museum Educator programs, as well as public programs for teen audiences. Previously, Ms. Noyes worked in international education at the Asia Society and for the Williamsburg Charter High School. She holds a B.F.A. from the School of Visual Arts (SVA) and a Ms.Ed. in Museum Education from Bank Street College.
- Jodie Dinapoli-Algarra leads No Longer Empty's youth programs and the organization's audience development initiatives. Since 2010 Jodie has spearheaded NLE's cultural programs in collaboration with museums and local art institutions within No Longer Empty's exhibitions in different neighborhoods in NYC. Jodie earned a Master's Degree in Art History from the Universidad de Valencia, Spain and holds a certificate in After School Leadership from Baruch's School of Public Affairs and the Partnership for After School Education (PASE). Jodie is a recipient of the Kress Fellowship Award for Museum Educators and is currently enrolled in Bank Street College of Education's MS. Ed Degree on Leadership in Museum Education.
- Heather Lanza started with ArtsConnection in 2011 and spearheaded the launching of several new youth programs as part of High 5 Tickets to the Arts. Shifting the focus of the program to be youth development and community-based model, Heather now runs the organization's Teen Advisory Council, Take 5 Community Outreach Program, and Art2Art Canvas the Stage Program. Currently serving as a DYCD Scholar, Heather is also partnering with the Division of Youth and Family Justice (DYFJ) focusing on theatre with incarcerated young women. Heather holds a B.A. in Theatre from Fordham University and is currently completing her M.A. in Applied Theatre from the City University of New York's School of Professional Studies.

Far Yet Near: Extended Communities Through Museum School Partnerships

Thurgood Marshall Academy Lower School creates its own arts programming through carefully selected arts partners. Studio Museum in Harlem and the Museum of Modern Art are two of these arts partners and offer different, yet supplemental programming to the school's students. Dawn

Brooks-Decosta from Thurgood, Erin Hylton from the Studio Museum in Harlem and Jessica Baldenhofer from MoMA, will share the nuts and bolts of how and why this partnership is so successful. Participants will explore how three different institutions can be an integral part of each other's extended communities.

- Erin K. Hylton is a cultural organizer, social justice advocate, mentor, and artist who proudly hails from the Bronx, New York and currently works as Schools Programs Coordinator at The Studio Museum in Harlem. Her academic focus is on the importance of cultural access to community development. In practice she works on community efforts with youth using creativity and artistic expression. In her personal time she works on her blog artedgenyc.com and collaborates with other cultural organizers in New York City and abroad creating events, articles, and presenting at conferences.
- Jessica Baldenhofer oversees school visit programs at MoMA. She considers working with the Museum's diverse student and teacher populations extremely rewarding and strives to make modern and contemporary art accessible and useful for teaching many subject areas, while also providing students with meaningful experiences with works of art. In 2002, Jessica wrote *Come Look with Me: Exploring Modern Art*, a book designed to help teachers and parents talk about art with children. Prior to working at MoMA, she oversaw on-site school visits at the Guggenheim Museum and the New-York Historical Society.
- Dawn Brooks DeCosta, M.Ed. in Educational Leadership, Teachers College, Columbia University, M.S. in Fine Art Education, Queens College; B.S. in Education, St. John's University. She began her service of teaching 19 years ago and has worked for the NYC DOE teaching for the past 17 years. She has received numerous awards and recognitions for her work such as Teacher of the Year 1998, Heroes of Education Award 2002 for her work with students involving the 9/11 tragedy (highlighted in CNN's, "Through a Child's Eyes"), and Outstanding Educator 2002. Her Museum Ambassadors Program, parent/grandparent workshops and student exhibits have been highlighted in numerous publications.

Mixing Rockets and Sea Lions: Challenges and Successes of Developing a Collaborative Professional Development Program

Urban Advantage is a partnership of eight science-rich cultural institutions that works closely with the NYC DOE to support middle school science teachers and their students throughout the school year. As part of this partnership, the New York Aquarium (NYA) and the New York Hall of Science (NYSCI) have spent three years co-developing a series of multi-day workshops in which UA teachers gain the skills and support they need to design long-term science investigations. Participants to this session will learn how NYA and NYSCI worked through their rocket and sea lion problem to develop strong, collaborative professional development.

- Karen Saur has been working at the New York Hall of Science for five years and currently is the Coordinator of Professional Development. During this time she has worked with Urban Advantage to develop and facilitate STEM-based long-term science investigations for NYC middle school science teachers.
- Christine DeMauro is currently the Coordinator of Professional Development for Wildlife Conservation Society's New York Aquarium. Her role is designing and facilitating graduate level courses and workshop opportunities for teachers and administrators in conservation and science education practices. She is also the primary liaison between the Aquarium and

the Urban Advantage program in NYC. Christine obtained a M.S. in Biology, beginning her career doing kinematic and ethological research on sea star behavior. She is also a certified secondary education teacher in NY State.

- Sephali Thakkar is a National Board Certified Teacher. As a 15-year veteran teacher, she works as a Physical Science Professor at Columbia Secondary School for Math, Science and Engineering. Sephali also serves as a Mentor, Coach and Certification Support Provider to New Teachers, Student Teachers and Seasoned Teachers that are working reflectively toward earning National Board Certification. Sephali is Lead Teacher with the New York Hall of Science through the Urban Advantage Program, which provides quality professional development to infuse Common Core Literacy and Math as well as Science and Engineering Practices to support Middle School students through science investigations.

Reframing Family Audiences: Understanding and Serving the Family as a Learning Institution

Cultural institution programs traditionally serve museum-savvy families with children ages three through eight. By reframing the family as a learning institution and presenting case studies from Cool Culture (serving income-eligible families with young children) and the New-York Historical Society (serving families with children ages 8-12 and their grown-ups), this session will encourage attendees to explore broader definitions of families, family learning, and target ages. Attendees will explore current family audience research in small group discussions to better understand whole families' needs and agendas and to brainstorm opportunities to expand their institution's family programs.

- Barbara Palley is Director of Education at Cool Culture, where she engages families, early childhood professionals and museum educators in partnering for young children's success. She has over 15 years of experience engaging youth, families and adults in arts learning experiences in museums. She formerly served as an evaluation fellow at the Museum of Modern Art, as the School Programs Manager at the Brooklyn Museum, and as a research assistant at Project Zero. She has a BA in Art History, from the University of Virginia and an Ed.M., Arts in Education, from Harvard University Graduate School of Education.
- Alice Stevenson is the Director of the DiMenna Children's History Museum at the New-York Historical Society. Alice has worked serving families in museums through programming and exhibitions for over 15 years and brings expertise from art, science, and history museums. She received her B.A. in art history from New York University and her M.A. in Comparative Studies from SUNY Stony Brook.
- Rachel Walman is the Assistant Manager of Family Programs for the DiMenna Children's History Museum at the New-York Historical Society. She has helped originate and run most family programs at the DCHM, including the Reading into History family book club, and has worked with children and families at the Lower East Side Tenement Museum and the Wyckoff Farmhouse Museum. She holds a BA in History from Grinnell College and an MaEd with a Specialization in Out of School Time from Lesley University.

1:30 PM

Case Studies in Alter-Museums: Serving Museum Audiences in Unique Cultural Spaces

What happens when standard educational pedagogy meets quirky urban landmark? Case Studies in Alter-Museums challenges the practical application of museum education in the real world. Candid conversation will explore the true meaning of mission-driven programs, community engagement, and how museum professionals transform obstacles into sought-after cultural encounters. Judd Foundation, home and studio of Minimal artist Donald Judd (1928-1994) housed in an 1870s textile factory, which opened in 2013. Museum at Eldridge Street, the first great house of worship built by East European immigrants in America, and an active community center in the Lower East Side for 120 years.

- Michele Saliola is currently Director of Programs at Judd Foundation, where she has most recently overseen the restoration and opening of 101 Spring Street, the home and studio of artist Donald Judd (1928-1994). She oversees programs and operations of the Foundation's New York and Texas collections, including a public tour program, lecture series, online exhibitions and the Donald Judd oral history project. Ms. Saliola has been working with arts non-profits since 2001. Ms. Saliola studied fine arts at New York University (2001) and received a Master's degree in Art History at the Institute of Fine Arts, New York (2003).
- Allison Ake is Visitor Services Coordinator at Judd Foundation. The first to hold the new position, Ms Ake manages a new public visit program, overseeing 20 artist guides and 10 interns on the delivery of public tours Tuesday through Saturday. Prior to her position at Judd Foundation, Ms Ake worked at the Southern Alleghenies Museum of Art (Altoona, PA) and the Pittsburgh History and Landmark Foundation. Ms Ake has a BA in Art History and History from Duquesne University, Pittsburgh (magna cum laude, 2011).
- Amy Stein-Milford has more than 20 years of experience working at non-profit cultural institutions in New York City. She has worked at The Jewish Museum, the Writers Room, where she served as Acting Director, and the Museum at Eldridge Street, where she is currently overseeing the creation of a new orientation center. Special projects include overseeing the commission of a new stained-glass window by artist Kiki Smith and architect Deborah Gans; and managing the Museum's 2007 re-opening, including media, communications strategy, interpretive exhibitions, and government outreach.

Creating Community: Social and Cultural Inclusion of Non-Traditional Audiences

As public spaces, museums have the potential to play a crucial role in community building and social inclusion. Museums, their collections and stories, have a potential to give a sense of ownership to underserved and overlooked populations, such as veterans, English learners, at-risk youth and parents of children with autism. As a forum for discussing identity and new narratives that include their stories, museums can be a platform for a public discourse, and can provide a safe place for learning and self-advocacy skills. Discuss how museums can be used to encourage social inclusion with peers, and consider other roles your museum and its collection can play.

- Marie Clapot is responsible for developing and teaching curricula through the Arts for K-12, recruiting teaching artists and conducting teacher trainings as the Art Beyond Sight Lab Program Director. She coordinates the annual Art Beyond Sight Awareness Month, a collaborative of over 200 cultural institutions worldwide. She also co-convenes with the

Metropolitan Museum of Art and the Multimodal Approaches to Learning Conference at the Met. Marie also serves on the Board of Directors of the Create Collective. Before joining ABS in 2008, Marie worked in the Access Coordination office of the Metropolitan Museum of Art and at the Indiana University Art Museum.

- Michelle López, Manager of ArtAccess Programs & Autism Initiatives at Queens Museum, manages an award-winning program that serves visitors with special needs. Since 2004, Michelle has served children and families affected by autism as an ABA Instructor, Counselor & Trainer and as an advocate for the arts through professional developments and art programming with both New York City and Long Island schools. Michelle has a M.A. in Creative Arts Therapy from Hofstra University.
- Lyndsey Anderson is the Manager of Visitor Experience and Access programs at the Rubin Museum of Art. She enjoys her role of making the museum an accessible, educational, and exciting space for both new and returning visitors! Lyndsey is an Iraq war veteran who served for 14 months in Al Taji, Iraq from 2003-2005. She completed her MA in Museum Studies from New York University, and is currently enrolled in Bank Street College of Education's Leadership in Education graduate program.
- Patricia Lannes has worked in museum education and visual literacy for over 20 years and is the former director of education at the Nassau County Museum of Art, Roslyn, NY. CALTA21 is an initiative that aims to empower adult immigrant English language learners by recovering and strengthening their voice, while building their academic, cultural and social capital. In keeping with her efforts to transform museums into inclusive spaces for learning and civic empowerment, Lannes addresses issues of intercultural understanding, diversity, language, community outreach and institutional partnerships in local, regional and national conferences. She is the Chair of the Latino Network - AAM.

Engaging Young Learners and Their Communities Through Programming and Beyond the Walls of the Institution

Young learners (1 – 3 years) are an emerging target audience for cultural institutions. The Central Park Zoo and Rubin Museum are two institutions which have tapped into these communities through programming and digital media. In this interactive session, instructors from these institutions will demonstrate how to structure program content while meeting the developmental needs of early learners. Zoo and Rubin instructors have also collaborated on the use of digital media engagement strategies and will share their recommendations on how to extend the museum experience beyond the walls of the institution.

- Emilie Jayne Hanson works as an Educator/Performer at the Central Park Zoo. After receiving dual degrees in theater and education from North Dakota State University and Valley City State University, respectively, she worked as a classroom teacher in New York City while pursuing her acting career. She now combines both of these passions in her role at the Central Park Zoo, where she designs curricula, games, and activities and performs in educational shows. Emilie is passionate about education and conservation, and is an avid actor, improviser, and painter.
- Jennie Inchausti has been an instructor and curriculum developer at the Central Park Zoo since 2010. She is a recent Graduate of CUNY, Hunter College where she received a master's degree in early childhood special education. She has greatly enjoyed the challenge of

creating developmentally appropriate programming for the zoo's new young animal enthusiasts.

- As Coordinator of Family Programs, [Laura Craft](#) develops, documents, and implements all Early Childhood and Family Learning programming at the Rubin Museum of Art. Previously Laura worked as a Teaching Artist for Learning Through an Expanded Arts Program (LEAP) and as the Art Teacher at the Earth School, a progressive public elementary school in NYC's East Village neighborhood. She holds a MA in Art Education with Teacher Certification from the City College of New York and a BFA in Graphic Design from Appalachian State University in North Carolina. Laura is also a practicing visual artist who creates artwork inspired by her experiences working with young children and her passion for arts-based education.

Moving Through the Mission: Teen Engagement and Institutional Identity

As Teen Programmers, we strive to empower young people to make their own choices and create their own program culture. But we also recognize the importance of integrating teen programs into the larger institutional mission and organization. Whether you run a long-established teen program or are considering a pilot program, join teen programmers from the Metropolitan Museum of Art, Rubin Museum of Art, Whitney Museum of American Art, and Friends of the High Line, institutions at various stages of engaging teen communities, to discuss models for strategically building on museum mission to cultivate and empower a community with young people.

- [Hannie Chia](#) coordinates and oversees programs for teens, including Youth Insights and drop-in events, at the Whitney Museum of American Art. Before joining the Whitney's Education Department, Hannie worked at The Bronx Museum of the Arts in various capacities, most recently as the Programs Manager working closely with the Group Visits, Family, School, and Teen Programs. Hannie holds a BA in Studio Art from Scripps College and an MA in Visual Arts Administration from New York University.
- [Betsy Gibbons](#) is the Assistant Museum Educator-High School Internship Coordinator at the Metropolitan Museum of Art, where she works with paid high school interns which prepare students for post-secondary opportunities through workshops on professional skills, talks and tours from Met staff, and placements in one of the Met's departments. Previously, Ms. Gibbons was the Manager of Secondary and Post-Secondary Education at the New-York Historical Society and taught courses at the New Jersey Institute of Technology. She holds a BA in History from New York University and an MA in Medieval Studies from University College Dublin.
- [Jamie Auriemma](#) is the Associate Manager of Teen Programs at The Jewish Museum, where she develops and implements school-based and afterschool 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 BA in Art and Art History from Colgate University and an MFA in Experimental Film and Video from Massachusetts College of Art.
- [Becky Aleman](#) coordinates Teen Programs at the Brooklyn Museum, including the Museum Apprentice Program, Teen Night Planning Committee, and Sackler Center Teen Leaders. Previously, Becky has taught and engaged with young people at the Museum of Fine Arts,

Boston, Austin Museum of Art, and the Frances Lehman Loeb Art Center as well as theater programs, public schools, and city parks. She holds a BA from Vassar College.

Outputs, Outcomes and Impact: Approaches to Assessing Intangibles

In an effort to be better practitioners, and prove the worthiness of our programs, data collection has moved past simple attendance numbers. There has long been discussion in the field about the difficulty of assessing programs where interaction with our participants is time-limited. As museums consciously create programs that serve communities in ways more traditionally taken on by social service programs or schools, with stated goals such as “build self-efficacy,” “increase social emotional development,” or even “encourage lifelong learning” we are facing more of a challenge. This session presents approaches to research designs intended to capture different kinds of evidence.

- Lynda Kennedy is the Associate Executive Director of the Louis August Jonas Foundation, which works to develop in young people a lifelong commitment to compassionate and responsible leadership. She has worked for several cultural institutions, including the Lower East Side Tenement Museum, the Brooklyn Historical Society, and the New York Public Library, where she was the first Director of Teaching & Learning, Literacy and Outreach. She serves as adjunct faculty in the Graduate Exhibition Design Department of FIT, and the MS Ed program of Metropolitan College. PhD: Urban Education, Graduate Center of CUNY; MS Ed: Bank Street College of Education.
- Claudia Ocello has over 20 years’ experience working on exhibitions, education programs, accessibility and evaluation. Her museum career began at the Newark Museum. After receiving her Masters in Museum Education from Bank Street College she worked at the J. Paul Getty Museum, the Barnum Museum, and The New Jersey Historical Society. In 2008, Claudia received the Award for Excellence in Practice from the Education Committee of the American Association of Museums. Claudia co-teaches Introduction to Museum Education courses in the Masters in Museum Professions Program at Seton Hall, where she has been an adjunct faculty member for over 15 years.
- Jen Oleniczak is the founder of The Engaging Educator. She’s held workshops for institutions throughout NYC and the US such as the Brooklyn Museum, the Guggenheim Museum, MoMA, New York Botanical Gardens, Denver Museum of Nature and Science, NYU, MFA Houston and The Franklin Institute. She recently did a TEDx Talk on Improv and Social Change. Currently, she is running a research project with Mather Building Arts and Craftmanship High School, studying the correlation between improv and self-esteem, empathy and focus. Jen is a trained museum educator and improviser, working with the Guggenheim Museum, the Noguchi Museum and Museum Hack and off-Broadway at the National Comedy Theatre.

Survival of the Fittest: Native Plants and Local Teens in the Bronx

Since 2008, Bronx high school students enrolled in GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs), a federally-funded college readiness initiative, have participated in academic internships at The New York Botanical Garden owing to the successful partnership between NYBG and The Bronx Institute at Lehman College. Explore the “Five C’s” — contact, commitment, communication, change and context, a simple model for supporting and maintaining a mutually beneficial and cooperative museum and community partnership. Learn how

the GardenWorks Internship evolved to engage local teens to be better “fit” for a competitive college and professional environment. Consider how these factors contribute to successful partnership work, as well as the mistakes that may detract from its growth.

- Tai Montanarella is the Manager of School and Family Programs at The New York Botanical Garden, where she is responsible for developing cross-disciplinary, inquiry-based field investigations for kindergarten through 12th students, and beyond, in the Enid A. Haupt Conservatory and on the 250-acre Garden grounds. Tai began managing the partnership between NYBG and Bronx Institute shortly after its inception in 2008. She has a B.A. in Communication from SUNY Buffalo, and an M.A.T. in Childhood Education from Manhattanville College.
- Mariela Regalado is the College Access Advisor for GEAR UP at The Bronx Institute at Lehman College. She currently advises and mentors two schools in the Bronx including Bronx School for Law, Government and Justice, and Collegiate Institute for Math & Science. Mariela is also the facilitator for the Advantage Afterschool Program, Manager for GEAR UP Read to Succeed Program and Facilitator and Teacher for the "iPad Summer Academy" @ Fordham University.
- Hyo Kim is the current Coordinator for GardenWorks, a teen internship offered in conjunction with The Bronx Institute at Lehman College at The New York Botanical Garden. Hyo most recently was the Science Education Intern at NYBG and has also worked as an environmental educator for kindergarteners through 12th graders at the Science Barge in Yonkers and the Brooklyn Botanic Garden. Hyo attended SUNY Binghamton, majoring in environmental chemistry.
- A senior at the Collegiate Institute for Math and Science, Jashleen Valerio has participated as a GardenWorks intern at The New York Botanical Garden for two consecutive years. There she’s learned many things about hydroponic systems, caring for plants, the importance of the environment to our lives, and many other things. In the two years of interning at NYBG, Jashleen has become very passionate about the environment and that is why she volunteered to present at the NYCMER conference.

Unpacking Social Practice: Finding Meaningful Alignment Between Institutions, Audiences, and Spaces

Community-based work happening within the nonprofit arts sector is about personal connections and how these interactions evolve to an institutional level. Social work focuses on improving quality of life. Collaboration between these fields can elevate the arts as a platform for economic and community development. A panel of artists, activists, and social workers from Abrons Arts Center, Henry Street Settlement, and freeDimensional will discuss the intersection of social service and arts programming, framework of social practice, authentic methods to assess collaborations, and re-imagine audience involvement. Personal connections of these artists include workforce development, HIV prevention and Alzheimer treatment.

- Carolyn Sickles is the Director of Engagement at the Abrons Arts Center of Henry Street Settlement overseeing public programming and artist teaching residencies. Sickles has worked in New York City and South Florida as an artist, curator and art educator at the New Museum, Teachers College of Columbia, New York University, Parsons The New School for Design, Norton Museum of Art, and Palm Beach Institute of Contemporary Art. Sickles has a

M.S. Ed. for Leadership in Museum Education from Bank Street College and has attended art programs at Massachusetts College of Art, Kansas City Art Institute, and Florida Atlantic University achieving degrees in Studio Art and Art History.

- Cody Lallier is the Program Coordinator of Project PROTECT at Henry Street Settlement. Lallier has a MSW in Advanced Generalist Practice & Programming from Columbia University, New York City and BA in Psychology from Duke University, North Carolina. Previous experience includes Employment Advisor for Access JobLink AmeriCorps and Volunteer Peer Counselor for Identity House. Project PROTECT is a peer-led HIV prevention program that connects young gay men of color to critical services with the goal of helping them gain stability and financial independence and make better relationship decisions.
- Sonya Derman is an artist, writer, and educator, interested in collaborative and studio-based practices, and facilitating engagement with contemporary art. She currently works as a teaching artist at Healing Arts Initiative and Abrons Art Center. In previous work she developed and led a grant-funded innovative arts program, Faithful Image, for older adults using intuitive, memory-based processes. She has earned degrees from Carleton College in Studio Art and an MFA from Royal College of Art in London.
- Sidd Joag is an artist and Program Director of freeDimensional helping persecuted artists in worldwide areas of distress through a network whether informal or structural. Joag worked with community arts projects in New York, India, China and co-founding an artist residency/exchange program in Southwestern China. MSc in Sociology from the London School of Economics and Political Science with concentrations in Crime, Control and Globalization, Cultural Theory and New Media and a B.A. in Sociology from New York University. Joag's paintings, installations and experimental films have been seen in the United States, Canada, India, the Philippines, China and Northern Ireland.
- Julio Enrique Badel is an artist, educator and administrator, currently working on a Masters in Leadership in Museum Education at Bank Street College. Originally from Lakewood, California Julio earned a BA in psychology from the University of Southern California with an interest in education and community service. After developing his personal practice and collecting a BFA in drawing and painting from San Francisco State University, he remained in San Francisco working with the SFMOMA, Jewish Community Center of San Francisco and Root Division. Badel's recent work transported him to Medellin, Colombia to work with el Museo de Arte Moderno Medellin's education programs.

2:45 PM

65 and Up, Up, Up! Collaborating with Senior Service Agencies

With the rapidly aging demographics of the city, museums can increasingly think of senior service agencies as essential community partners. This breakout session brings representatives from three senior service agencies, and two art educators that have worked with them, to create a dynamic dialogue about the variety of ways museums and senior centers can collaborate. Issues such as dementia awareness, transportation, and funding sources will be discussed. Participants will be invited to share their experiences, ask questions, and learn more about how to build lasting connections with senior service agencies within their own neighborhoods and communities.

- Elizabeth Gronke has been in the field of dementia care for over 13 years; in home, hospice and day care settings. She is a registered art therapist and has been working at Sunnyside Community Services for over 4 years where she formed partnerships with MoMA and the Noguchi Museum. Now she has been leading the AD-venture Program, which provides monthly museum trips and workshops to people with dementia and their caregivers. In addition, she leads discussion groups, provides caregiver support and bereavement counseling. Elizabeth earned her BFA from California College of the Arts and her Master's degree from Pratt Institute.
- Kerry Downey is a multi-disciplinary artist and teacher. She holds a BA from Bard College and an MFA from Hunter College. Downey currently teaches at the Museum of Modern Art (since '07) and Hunter College Art Department (since '09) in New York City. At MoMA she runs a dozen Community Partnerships, facilitates workshops and tours for people with dementia, Alzheimer's and developmental disabilities. Before becoming a teaching artist, she worked for ten years in nursing homes and senior centers. Downey believes in using art as a kinesthetic tool for building connections and supporting alternative forms of thinking and socializing.
- Anne Spurgeon is a visual artist and art education professional. She holds a MFA from The School of Visual Arts and has exhibited her work throughout New York City and internationally. Her passion for teaching includes twelve years of experience in classroom, museum, and non-profit settings. She has worked with a wide range of audiences, including those with physical, mental, developmental and learning disabilities. Currently, she is the Lead Educator for The Noguchi Museum and a Community and Access Educator for The Museum of Modern Art.
- Mary Farkas is a licensed creative arts therapist who specializes in geriatrics, memory loss, and mental health. She is currently Director of Therapeutic Activities at the Hebrew Home at Riverdale. Mary holds an MA in Drama Therapy from New York University, and has also worked in inpatient psychiatry and outpatient treatment programs for the chronically mentally ill. In partnership with Yale University Art Gallery, she developed an art-viewing program for older adults with memory loss and has also worked with the Museum of Modern Art to create an intergenerational art-making program for elders and elementary school children.
- Tom Weber is the Director of Constituent Services at SAGE - Services & Advocacy for GLBT (Gay, Lesbian, Bisexual & Transgender) Elders. In this capacity, Tom oversees all of SAGE's New York City based programs, which includes The SAGE Center, an innovative center for older adults and the first full-time municipally-funded senior center in the country. The

SAGE Center offers a multitude of programs in health & wellness, fitness, education, socialization, technology and a hot dinner five days a week. Tom's prior experiences include working with people living with HIV & AIDS. Tom has been in the field of LGBT services for more than 25 years.

Did We See Art Today?: Collaborating with the (Non-Educator) Emerging Contemporary Artist

The Bushwick Community is overflowing with eager emerging artists and free alternative art spaces yet art education barely exists in the neighborhood schools. In this session we will discuss how to create mutually beneficial collaborations between students and the non-teaching artist in 3 different settings: the classroom, the one-room contemporary art space, and the artist studio, while addressing the challenges that each space brings.

- As the Education Director of NURTUREart, Molly O'Brien runs unique visual art and curatorial programs for underserved students grades 2-12 by through collaborations with contemporary artists and public school partners. She is also a teaching artist for the Guggenheim Museum's Learning Through Art program with residencies at PS 86 Bronx and PS 144 Queens. Molly has taught in various institutions including galleries, museums, public schools, and community centers of NYC in addition to running programs with at-risk youth in Haiti, Kenya and Nicaragua.
- Cody Rae Knue is an arts educator and a photographer living in Bushwick. She received her BFA in Photography and Arts Administration from the School of the Art Institute of Chicago in 2012. Originally an intern at NURTUREart, she has assisted Teaching Artists in local Brooklyn public schools and is the editor of the 56Bogart blog. Cody Rae has also traveled to India to teach photography at an all girls school and worked as a counselor at a non-profit camp for low-income families in Philadelphia.
- Jessica Cannon is an artist living in Brooklyn. She holds a MFA from Parsons The New School for Design and a BFA in Psychology and English from Tufts University. Recent exhibitions include shows at Mixed Greens, Brooklyn Academy of Music, Lower Manhattan Cultural Council's Art Center, and Westfield Gallery. Jessica won the Open Call for Curatorial Proposals at NURTUREart in 2013 with her exhibition, "Psychic Triangle" realized in fall 2013.

Frameworks for Engagement: Cultivating New Relationships between Teachers, Learners, and Objects

While Yale students and faculty are the obvious audience of the Yale University Art Gallery (YUAG), the teaching mission of the Gallery extends far beyond the university. One such way the Gallery expands its reach into the community is through the Gallery Guide (GG) program, a selective undergraduate program with a dual mission: to teach undergraduates how to thoughtfully and thematically present the collection to the general public (primarily adult audiences); and to increase the accessibility of the Gallery and to provide the public with fresh perspectives on its encyclopedic collection. Join an interactive roundtable discussion on how frameworks developed for teaching undergraduates can be expanded to engage a range of adult teachers and learners, both in university and civic museums.

- In her role as Museum Educator, Elizabeth Manekin teaches a range of audiences in the Gallery and directs adult and digital learning. She leads several Yale student projects and

programs, including the Gallery Guides and the Gallery+ collaboration series, and works extensively with Connecticut schools, conducting teacher workshops, training Gallery teaching staff, and teaching K-12 students in the Gallery space. Prior to her arrival at Yale, Elizabeth worked in the education departments of the Harvard Art Museums and the Addison Gallery of American Art. She holds a Masters in Public Humanities from Brown University.

- Elizabeth Williams is the John Walsh Fellow in the Department of Education. In addition to working on special projects, Elizabeth teaches in the galleries, assisting with both the Wurtele Gallery Teacher program as well as with the undergraduate Gallery Guides. Prior to Yale, Elizabeth was most recently the Director of Engagement and Learning at the Mississippi Museum of Art in Jackson, Mississippi, where she oversaw the museum's family, school, and community programs. Prior to this, Elizabeth held various positions at the Harvard Art Museum, The Phillips Collection, and the San Francisco Museum of Modern Art. Elizabeth received her M.Ed. from Harvard University's Arts in Education program and her B.S. from Vanderbilt University.
- Isabel Bird is Programs Assistant in the Education Department of The Frick Collection. At the Frick, she leads school visits for students in grades 5-12, coordinates studio programs, and assists with public programs. She received her B.A. in art history and studio art from Yale University, where she served as a Gallery Guide at the Yale University Art Gallery and worked in the Department of Prints and Drawings at the Yale Center for British Art.

Learning Art and Science Through 3D Scanning and Printing

In 2013, museum education departments around the city set forth on a radical new experiment, asking the question: what happens when youth learners are empowered with the tools of digital fabrication to touch things they are not supposed to touch? What happens when the seeing-impaired view sculptures with their hands, or budding paleontologists re-create their own dinosaurs models from real fossils, or emerging artists remix famous works of art? In this session, education innovators from around the city will explore the questions that drove their first forays into digital fabrication and what they learned about what it affords for learning. Gain insight into the many digital pathways available to you, as well as resources available to support such efforts.

- 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 @MMMoooshme or at Mooshme.org.
- Calder Zwicky is the Associate Educator for Teen and Community Programs at the Museum of Modern Art, where he oversees the institution's community-based partnerships and free arts programming for NYC teens. Recent projects have included the Museum's CLICK@MoMA digital media initiative, the MoMA + MoMA PS1 Cross-Museum Collective, the teens.MoMA.org website, and the new MoMA Teens Online Course initiative which offers free teen-directed, teen-created online art courses to a local and international audience.

- Alice W. Schwarz has been a museum educator at the Metropolitan Museum of Art for 30 years. Although she teaches in all collections at the Museum her greatest interest and study is American art, pre-WW I. She engages museum visitors of all ages with original works of art, organizes professional development sessions, trains volunteers, and writes educational materials including *Murder at the Met: An American Art Mystery* the Museum's first mobile detective game. She is currently head of Teen Programs, classes and events for ages 11-18, including a Teen Advisory Board and the Met's Teen Blog. Alice has a BA triple-major in Art History, History, and Studio Art and a MS in Museum Education.
- Don Undeen is the Manager of the MediaLab at the Metropolitan Museum of Art. The mandate of the MediaLab is to explore the impact that technology can have on the museum experience, and they do that by bringing the creative technology community into close conversation with museum expertise. Don has spoken at museum conferences, Maker Faire, and Arts/Technology festivals around the world, on the relationships between the arts, museums, and technology.
- Erica Kermani is Director of Education for Eyebeam, developing and administering programming in art, technology and culture for teens and adults in NYC. Teen programs include Playable Fashion, a free after-school program in fashion, gaming, and technology, focused on designing and coding games and custom game controllers around the students' personal stories. Working closely with Eyebeam's current fellows, residents, and alumni, she also produces adult workshops around various cutting-edge topics, technologies, and project-based learning, which has included projection mapping, sound spatialization, computational fashion, and even imagining future scenarios.

Museums in the Classroom: An Opportunity to Reimagine Programming for School Communities

The New-York Historical Society, Smithsonian Cooper-Hewitt, National Design Museum, and The Jewish Museum were impacted by significant challenges to operating programs on-site, such as a renovation or city bus strike. Each institution used that time to expand their programming directly in schools. During this session, a representative from each museum will discuss their experience starting an outreach program from the ground up. Attendees will learn why three institutions decided to turn to outreach programming in schools, their successful strategies, lessons learned, and how these programs helped reach and engage new communities.

- 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.
- Emma Nordin is the Education Associate at the New-York Historical Society, where she is responsible for scheduling school programs, communicating with teachers, managing daily logistics, and leading programs for students and teachers. She is also a Trustee-at-Large on the NYCMER Board, and previous NYCMER Conference Committee Member and Intern. Prior to her current position, Emma worked at the Intrepid: Sea, Air & Space Museum and Lower East Side Tenement Museum. She completed her graduate studies in the John W.

Draper Interdisciplinary Master's Program at New York University and her Bachelor's Degree from the University of Maryland, College Park.

- Suzanne Koppelman is School Outreach Coordinator at The Jewish Museum. She develops and administers professional development opportunities for K-12 teachers, organizes partnerships and other outreach opportunities with public and independent schools in New York City and supervises interns in the Education Department. Previously, she was an Educator at The Cathedral of St. John the Divine. She also worked at the MFA, Boston and the Rose Art Museum, Brandeis University as a registrar and was an elementary classroom teacher for many years in New York City schools. She holds a B.A. from Union College and an M.S.Ed. from Bank Street College of Education.

Starting from Scratch: Tackling Institutional Challenges through New Low Budget Programming

In a world of budget cuts and economic uncertainty, low budget programmatic options seem often to be the only option when addressing institutional challenges. Sometimes though, they can provide the perfect answer. This session will examine a number of low budget programs which started completely from scratch in order to address different institutional dilemmas. When so often our work involves reshaping or adding onto already existing programs, developing brand new ones can offer a refreshing take on tackling problems, and offer creative solutions within budgetary constraints. Attendees will have an opportunity to share with each other about their own institutional challenges and creative new ideas for solving them.

- Hannah Heller is the Visitor Services Coordinator at Lincoln Center for the Performing Arts, and plays a key role in promoting guest care initiatives, such as the newly launched Volunteer Ambassador program. She holds a Masters in Museum Education from Tufts University, where she focused on facilitating the aesthetic experience in art museums. This interest has fed a professional one in cultivating more welcoming experience for all.
- Marco Castro shares ways to creatively nurture urban communities in practical and playful ways, such as he did with his award winning public project - Bus Roots - utilizing plants as a creative medium. Castro holds a Masters in Interactive Telecommunications from the NYU Tisch School of the Arts. He is now working as the Visitor Experience Manager for the Queens Museum, where he has also taught workshops with a focus on planning and creating interactive experiences for diverse communities.

Stimulating the Senses and Promoting Play for Children with Autism/Sensory Processing Disorders

This panel will reflect on how three different institutions utilize their unique collections and spaces to engage families with children with Autism or Sensory Processing Disorders through sensory integration, Universal Design, and activities which promote social development. The participating institutions represent history, science, and children's museum, that have each developed programs that meet their missions as well as serve this specific audience's needs. Participants will have the opportunity to handle some of the resources discussed and work collaboratively to develop access plans for their own institutions.

- Barbara Johnson Stemler, Museum Educator for Access Programs, develops and delivers accessible programs and resources for students and adults with disabilities at the Intrepid Sea, Air & Space Museum. Prior to working at Intrepid, she was a coordinator for MAC and the Cathedral of St. John the Divine as well as an intern at MoMA, N-YHS, and RMA. Barbara

earned her bachelor's of arts 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 master's of science in Education at Bank Street College of Education.

- Wéma Harris oversees access programs for families and school children of differing abilities at the Brooklyn Children's Museum. Ms. Harris served as the project manager for the Museum's Sensory Room, which opened in October of 2012, and currently facilitates programmatic initiatives for audiences with special needs including seasonal family access programs, and an annual community event called "I Can Kid Abilities Day." She also works in collaboration with Brooklyn Children's Museum's Access Advisory Committee to bring new access initiatives to the community. Previous to her experience at BMC, Ms. Harris served as an arts educator for numerous self-contained and inclusive classrooms in the New York City area.
- For the past four years Jessica Liss has supervised volunteers at the American Museum of Natural History. In addition to working with volunteers, she manages and coordinates the Science Sense Tour program for visitors who are blind or partially sighted. Most recently, she has developed The Discovery Squad tour program for families affected by autism spectrum disorders in collaboration with the Seaver Autism Center at the Icahn School of Medicine at Mount Sinai. Prior to working at the American Museum of Natural History, Jessica assisted with the management of volunteers and the art collection at the Carter Center in Atlanta, GA.
- Sarah Moshenberg, Discovery Room Program Coordinator at the American Museum of Natural History, holds 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.

4:00 PM – POSTER SESSION

An Open Book: A New Model for Public Engagement Aimed at Youth Participation

AN OPEN BOOK, Work by Barbara Ellmann, is a collaboratively produced art exhibit intentionally designed to engage participants in an educative and interactive experience. Interact with a multimedia representation of the laboratory, and learn about its use by partners, including teaching artists, young people, and educators. The artist, curator Sophia Marisa Lucas, and university-based researcher Alexandra Miletta will all be available to engage in conversation.

<http://anopenbookworkbybarbaraellmann.com>

- Alexandra Miletta, principal investigator, is an assistant professor in the Department of Childhood Education at Mercy College. She has a PhD from the University of Michigan, where she studied teacher education, and a MA from Syracuse University in Art History. While a professor at The City College of New York, CUNY, she participated in the partnership with Lincoln Center Institute and has previously collaborated with Barbara Ellmann on numerous projects.
- Sophia Marisa Lucas is a curator and cultural facilitator based in Brooklyn, NY. She holds a BA from the Tyler School of Art at Temple University, and is currently writing her MA thesis at Hunter College. She has contributed to programming and produced exhibitions at the Newhouse Center for Contemporary Art, Rooster Gallery, and the Hunter College Art Galleries, among others. In 2011, she was a fellow at The Artist's Institute, an experimental curatorial platform. She co-organized THE FUN Conference: Nightlife as Social Practice at The Museum of Arts and Design, and is curator of AN OPEN BOOK, Work by Barbara Ellmann.
- Barbara Ellmann was born in Michigan and lives and works in New York. Originally trained as a dancer, Ellmann has been working as a visual artist for more than 30 years. Ellmann has been a teaching artist at Lincoln Center Institute since 1980. A consultant for universities, orchestras, theaters, private schools, and arts programs, she conducts professional development for teaching artists and faculty members. Currently, she is also a museum educator at the Museum of Modern Art. Her paintings have been exhibited in galleries and museums around the country and beyond including the Haslla Art World Museum, Bellevue Art Museum, the Montclair Art Museum and the Parrish Art Museum.

Hands on History: Archive as Classroom

Museum and library collections are traditionally hands-off. The Brooklyn Public Library's *Brooklyn Connections* program seeks to challenge this assumption by creating a space for active, hands-on learning. *Hands on History: Archive as Classroom* offers the *Brooklyn Connections* program as a case study for facilitating deeper personal engagement with local history for both students and teachers. This poster session will highlight how the *Brooklyn Connections* program uses collections to actively help students gain career and college readiness skills, develop meaningful partnerships with New York City schools, and unite lessons with Common Core State Standards.

- Kaitlin Holt is an Educator with the Brooklyn Connections Program at the Brooklyn Public Library (BPL) where she uses archival material to actively teach research and college readiness skills to students at Brooklyn-based public schools. Prior to joining BPL, Kaitlin worked as an educator and public programs facilitator at the Immigration Museum in

Melbourne, Australia and The British Museum in London, England. She earned an M.A. in Museum Studies in 2010 from the University College London and B.A. in History from the University of North Carolina at Chapel Hill in 2005.

- Brendan Murphy is an Educator with the Brooklyn Connections program where he facilitates archive accessibility for NYC school children. He holds a BA in Theatre from Western Washington University and has worked in a vast array of non-traditional educational environments. Brendan is also a Senior Educator with the Lower East Side Tenement Museum where he leads programs for school, public, and private groups through a historic 19th century tenement while using primary source documents to illustrate America's vast immigration history. He is also an active volunteer with Camp Highlight, a summer camp for children with LGBT families.
- Christine Szeluga is the Project Manager of Brooklyn Connections, an education outreach program through BPL's local history division, Brooklyn Collection. Christine holds a MSED in Childhood Education and a BA in History and Women's, Gender and Sexual Studies from the City University of New York. Previously, she has worked at the South Street Seaport Museum and the Noble Maritime Collection. She is the 2014 recipient of the Paul A. Gagnon Prize through the National Council for History Education, which is awarded an individual that has made a significant contribution to the promotion of history education.

Long Term Impact of Working as Floor Facilitators in Museums

One of the many learning opportunities provided by museums is the facilitated tour, which we often view as a means to engage visitors and impact their learning. Those giving the tours are often overlooked as an audience being impacted by the experience. This presentation brings their learning, and the longer-term impacts from it, to the forefront. Attendees will learn what types of skills and experiences can be integrated into training for floor staff that will not only improve their effectiveness engaging visitors, but also give them skills and knowledge that will have a positive impact on their future.

- Alix Cotumaccio is the Assistant Director of Youth Initiatives at AMNH, where she oversees the development and implementation of a multitude of out-of-school time science education programs. One such program is the Museum Education and Employment Program, a summer internship program for college-aged youth in which the research for this presentation took place. Alix entered museum education with a background in natural sciences, policy and education. She has a BS in environmental science, an MA in environmental policy, an MS Ed in science education, and a JD. Alix utilizes all of her experience in science, policy and education in her position.

Museum Teen Summit: Sharing a Teen Community

Museum Teen Summit is a collective of youth leaders representing different museums in New York City dedicated to improving and promoting the role of youth in museums. Entering our third year of our founding, MTS will reflect upon sustaining a teen community both online and in-person. What happens after the teen night? Teens will evaluate the existing shared museum teen community that attends Teen Nights and propose a new model for engaging this community.

- Cliff Tang is extremely interested in bridging the gap between teen communities and cultural institutions. He is a junior at the Collegiate School, and as the director of youth-led

Teen Art Gallery, he has created programming empowering youth in the arts. Cliff Tang brings experiences as a participant of MoMA's Digital Advisory Board, and work at various cultural institutions across the city.

- Billy Zhao is passionate about bringing together teens and art. He is a founding member of Museum Teen Summit and currently works at Marina Abramovic Institute. Billy has worked closely with No Longer Empty's Youth Docent Program. He brings experiences as a participant in teen programs that include MoMA Teens, Whitney Youth Insights and Museum of Natural History teen courses. He studies at the Macaulay Honors College at Hunter College.
- Seunghye Kim is an aspiring art museum curator and educator. She is a senior at Irvington High School in Westchester County. As a Teen Leader at the New-York Historical Society, she has been working with a team of high school students to curate a Civil War exhibition on Governors Island. She has also been a Guggenheim Teen Volunteer where she works closely with family visitors. She is founding member of Artist Responding Together, which is a group challenging social injustice through art. In college, she hopes to study Art History.
- Iveethe Molina is a senior at Edward R Murrow High School. She is currently a 2013-2014 Academic Year Student Historian intern at the New-York Historical Society Museum and has participated in its Saturday Academy program. She joined Museum Teen Summit in summer 2013 and has happily been a part of it ever since. She has a strong passion for history. As an intern at N-YHS, she enjoys discovering and sharing the hidden stories behind historical artifacts in museums.

SciGames Implementation and Lessons Learned: Investigating Connections Between Children's Natural Play and Science Learning

SciGames is a research and development project housed at New York Hall of Science. NYSCI has been prototyping the SciGames tools for the last 2.5 years and has used evidenced-based research to revise and improve the design. The focus of this session is to share the conceptualization, development, and implementation of the SciGames tools on playgrounds and science classrooms and to share lessons learned and best practices in the use of technology to connect formal and informal settings. We will tell the story of the evolution of SciGames, present the final products, discuss tool-adoption strategies, and formative research practices.

- Laura Rodriguez-Costacamps is the Project Manager & Curriculum Designer for the SciGames project at the New York Hall of Science. She received her BA in Physics from Florida International University. As a fellow in the Physics Education Research group at FIU, Laura contributed to research that investigated Modeling instruction, creating, sustaining, and leveraging reformed learning environments, and engaging educators in teaching for understanding. Subsequently, Laura enrolled in a Health Physics master's degree program at Texas A&M University. Laura has since returned to science education, working as a science teacher and with NYC's Urban Advantage before joining SciPlay at NYSCI.
- Victoria Winters has a BS in physics and applied mathematics, and a MS in physics from the University of California at Riverside. Before pursuing STEM education research, Victoria helped develop data analysis software for neutron scattering experiments and taught college level mathematics and physics. Victoria has participated in NSF-funded projects to research elementary teachers' and students' learning progressions in scientific inquiry and to develop inquiry-based physical science curriculum for pre-service teachers. While at the

Museum of Mathematics, Victoria helped redesign interactive math exhibits and deploy them at science festivals around the United States.

- Alyssa December is the Explainer Resident working on the SciGames project at NYSCI. She has over 6 years of experience of informal science education, working as an Explainer on the museum floor, as well as taking part in numerous programs and workshops at NYSCI. With her skills and experience from being an Explainer, Alyssa currently works with the SciPlay team to develop innovative technology to enrich and revolutionize science learning through play. Alyssa is a science enthusiast, someone who knows “a little bit about a lot of different things”, as a result of being fully submersed into the culture of NYSCI.
- Talya Wolf received a BA in Chemistry from Skidmore College, where she conducted secondary studies in dance. Her passion for playing and experimenting, which she has indulged in dance studios and laboratories, are nurtured at NYSCI, where she is working as a Research Assistant on the SciPlay team to develop tools that leverage play to teach science. Talya’s previous research includes work at Skidmore on the synthesis of photoswitching ruthenium based complexes and at UC Davis on the potential of iron-based clusters to electrocatalytically reduce carbon dioxide. Additionally, Talya has experience in and a strong passion for informal science education.

Seeing Meaning with Fresh Eyes: a New Perspective on Language, Accessibility and Multimodality in Museums

This poster presents the process and outcomes of a unique and just-completed ‘linguist-in-residence’ project the Metropolitan Museum of Art. The aim of the project was to create a focus around language that would provide fresh insights into debates on the role language plays in shaping visitor experience, particularly around issues of accessibility, and to develop practical strategies and tools for working with language within the multimodal museum context. This poster will explore the value and outcomes of the residency and share key aspects of the framework and tools that resulted.

- With a background in communication, learning and public history, Jennifer Blunden works as a writer, language consultant and content developer in the museum and cultural heritage sector. She was formerly the senior editor at Sydney’s Powerhouse Museum and Art Gallery of NSW. She has a Master of Arts in Public History and is currently undertaking a PhD at the University of Technology Sydney in the area of language and learning in museums. From February to May 2014 she is serving as the Metropolitan Museum of Art’s first Sylvan C Coleman and Pamela Coleman Memorial Fellow in Museum Education and Public Practice.

The Four Friends Family Cart: Applying Design Thinking to Museum Challenges

As part of the Cool Culture Laboratory for New Audiences, staff members from the Transit Museum, the Rubin Museum of Art, the Metropolitan Museum of Art and El Museo del Barrio utilized design thinking to develop a family activity cart that empowers families with young children to facilitate their own self-guided visit. Throughout the prototyping process, they remained focused on the needs of their end-user, the families, and have derived a set of best practices that they are eager to share with the NYCMER community.

- Mary Ann Bonet is a museum educator and arts administrator committed to increasing arts access for diverse audiences. After an AmeriCorps fellowship at Cool Culture, she taught

school and family programs at the Brooklyn Museum, MoMA and the Museum of the City of New York. She is currently the Education Programs Coordinator at El Museo del Barrio and the Teen Programs Research Fellow at the Whitney Museum of American Art. She has a BA in Latin American History and Art History from Columbia University, and she is an EdM candidate in Art and Art Education at Teachers College.

- Polly Desjarlais has been working as a Museum Interpreter at the New York Transit Museum for the past eight years developing, writing and implementing weekend family programs and the popular Transit Tots program for children ages 2-5, as well as leading school and summer camp programs and tours for adults. While her children were very young, Polly spent most of her time taking them to museums, zoos and botanical gardens. Eventually she began to volunteer as a storyteller in her local branch library, as the school garden coordinator at her children's elementary schools and as an after-school program teacher at their schools.
- Emily Blumenthal is the Senior Educator for Family, Teen and Multigenerational Learning at the Metropolitan Museum of Art. Prior to joining the Met, Emily served as the head of Family and Community Programs at the Walters Art Museum in Baltimore, MD, where she also acted as the co-chair for Countdown to Kindergarten, Baltimore City and held leadership roles on a number of statewide early childhood initiatives. Blumenthal received her BFA from the Maryland Institute College of Art, her MS in Leadership in Museum Education from the Bank Street Graduate College of Education, and completed advanced graduate studies in Mind, Brain & Teaching at the Johns Hopkins University.
- Marilyn Casey is the Youth and Family Programs Coordinator at the Rubin Museum. She holds a BA in Art Education and is currently pursuing a master's degree in Art Education at City College. Marilyn holds NY-State and NJ-State Teacher Certification for K-12 Arts and comes from a background of classroom art teaching, outdoor education, and studio learning. She also shows her artwork in NYC and NJ.

The Whitney: Building a New Museum, Building a New Community

In advance of the Whitney Museum of American Art's expanded facility in the Meatpacking District opening in spring 2015, the Museum is engaged in an inclusive planning and community-building process that integrates research, outreach, and pilot programming into its activities. Through the formation of a neighborhood advisory network as well as numerous partnerships and collaborations with schools, senior centers, and community-based organizations, the Whitney is working to become an essential resource and anchor for a rapidly changing neighborhood. This session will bring together Whitney education staff with community stakeholders to discuss and reflect on the successes and challenges of this initiative.

- Danielle Linzer is the Manager of Access and Community Programs at the Whitney Museum of American Art. She oversees community-based partnerships and outreach strategies for audiences that have traditionally been underserved by cultural organizations, as well as services and programs for people with disabilities at the Whitney. She is currently the Co-Chair of the Museum Access Consortium, a membership organization based in New York City that strives to enable people with disabilities to access cultural facilities of all types. Danielle holds a B.A. from the University of Pennsylvania and an M.S. in Leadership in Museum Education from Bank Street College of Education.

- 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.
- Lorna Blancaflor has been working as a Program Coordinator of the YMCA ELES AIR (English language and Employment Services for Adult Immigrants and Refugees) Project since 2007. She oversees the daily operational tasks of the ESL program in all ELES AIR sites in Manhattan, Brooklyn and Queens. Working closely with students and teachers, Lorna organizes in-house staff development workshops for teachers to enhance their teaching methodologies and techniques and provides social services in collaboration with the program's partners. Prior to her job as a program coordinator, Lorna worked as an ESL Teacher at ELES AIR for six years.