

Terra Teacher Lab

Faculty and Presenter Biographies

Sarah Alvarez is the Associate Director of Teacher Programs in the Department of Museum Education at the Art Institute of Chicago. Previously, as the museum's Assistant Director of Adult Programs, she coordinated Art and the Workplace programs, which create ties between the corporate and professional world and the visual arts. She holds a B.A. in Art History from Skidmore College and an M.A. in Art History from Rutgers University. Prior to coming to the Art Institute, Sarah spent three years working in Italy and she has also participated in archaeological excavations in Crimea and Israel. Sarah regularly lectures about all areas of the Art Institute's collection, including Egypt, Greece and Rome; Islamic Art; Asian art; and Italian art of the Medieval and Renaissance Periods.

Barlow is a practicing professional visual artist, arts advocate, arts educator/consultant, and founding artistic director of the Violent Injury Prevention Center at Children's Memorial Hospital. He holds concurrent teaching positions with Columbia College Chicago; The School of the Art Institute, Chicago; and Marwen, a non-profit arts-education provider in Chicago. He conducts annual professional-development teacher workshops for Columbia College Chicago in partnership with the National College Board Advanced Placement Programs and for Marwen/Chicago Public School's Lane Promotional Programs for elementary and high school teachers. His studio is in the historic Fine Arts Building, at 410 South Michigan Avenue, a longstanding center for creative expression in downtown Chicago. Barlow earned his Master of Fine Arts (M.F.A.) from the School of the Art Institute of Chicago, and his Bachelor of Fine Arts (B.F.A.) from the Henry Radford Hope School of Fine Arts at Indiana University in Bloomington.

Elizabeth Cross, PhD, teaches in the MFA Writing program at The School of the Art Institute of Chicago. She is the recipient of grants and awards including the Michigan Council of the Arts Award, the Gertrude Stein Award for Innovative Writing, and the Rocky Mountain Women's Award. Her work has been published in multiple journals, and she was a finalist in the National Poetry Series.

Wendy Greenhouse, PhD, is an independent scholar. Since 1991 she has focused on curating, writing, researching, lecturing, and teaching in the field of American art up to 1945, specializing in 19th-century painting and the history of art in Chicago. She has written most of the essays and artists' biographies for the Terra Foundation's collection online. Dr. Greenhouse served as Curator of Paintings and Sculpture at the Chicago Historical Society in 1988-91 and has taught at Valparaiso and Roosevelt Universities, along others. In addition to lecturing widely, Dr. Greenhouse has published articles, encyclopedia entries, and book reviews. Her most recent work includes collaboration on the exhibition catalogues for *Painting in Chicago, 1890-1945: The Bridges Collection* (Illinois State Museum, 2004), *Chicago Modern, Pursuit of the New* (Terra Museum of American Art, 2004), and *The Indiana Dunes Revealed: The Art of Frank V. Dudley*, for the Brauer Museum, Valparaiso University (2006). She is currently at work on catalogues for exhibitions on American impressionist painter Robert W. Vonnoh and on Indiana landscapist George Ames Aldrich.

Sabrina Henderson was born in Chicago. She attended Chicago Public Schools, graduating from John M. Harlan High School and earned a Bachelor of Arts Degree at the University of Illinois at Champaign-Urbana and a Master of Arts Degree from Chicago State University. Ms. Henderson has taught Reading and Language Arts, Science, and Social Science to 7th and 8th graders for 19 years in Chicago. She has been an MYP-IB (Middle Years Programme-International Baccalaureate) instructor for the past 7 years at Henry R. Clissold Elementary School in Chicago, guiding students in Language Arts and Humanities. Ms. Henderson is a creative soul who has choreographed and taught modern dances, led songs, directed various school assemblies, and co-chaired numerous 8th-grade graduation activities and ceremonies. An avid reader, she is a member of two book clubs, which meet monthly. She enjoys various forms of literature, music, theater, movies, and art. Since the arts are central in her life, Ms. Henderson thoroughly enjoyed being part of the Terra Foundation's Teacher Lab.

Karin Jacobson is the Docent Program Coordinator at the Art Institute of Chicago. She has a Master of Arts in Art Education from the School of the Art Institute and an MA in English from the University of Toledo where she taught as part-time faculty in the English department for 12 years before segueing into her present career. Formerly she was a docent and then a staff member at the Toledo Museum of Art where she helped to train docents. Karin's undergraduate work was completed at the University of California at Berkeley where she earned a B.S. in Conservation of Natural Resources with a concentration in environmental ethics.

David McKoski has his BA in Fine Arts and Chinese Studies from the College of Wooster and his M.Ed. in Teaching and Learning from DePaul University. He is a National Board Certified art teacher currently teaching at the Chicago Academy High School. In his work with Chicago Public Schools he has conducted teacher workshops and has worked as a School Development Coordinator for the DePaul Center for Urban Education and occasionally teaches courses for DePaul's School for New Learning. In addition to teaching art in Chicago he has taught in the Philippines, Hong Kong, China, Thailand and in Brazil as a Fulbright Teacher. Previous to teaching he worked in community development in Chicago's Uptown community.

Amy M. Mooney, PhD, received her doctorate from Rutgers University in Modern Art History with a specialization in African American art. Her publications include "Empty Shells and Hollow Forms': The High Politics of an African American Abstract Paradigm," *Romare Bearden in the Modernist Tradition* (The Romare Bearden Foundation, 2009), *Archibald J. Motley, Jr.*, volume IV in The David C. Driskell Series on African American Art (Pomegranate 2004), "Representing Race: Disjunctures in the Work of Archibald J. Motley, Jr.," *African Americans in Art* (The Art Institute of Chicago and University of Washington Press, 1999), and "Illustrating the Word: Paintings by Aaron Douglas and Jacob Lawrence," *The Walter O. Evans Collection of African American Art* (University of Washington Press, 1999). She is a recipient of fellowships from the American Council of Learned Societies, the Smithsonian American Art Museum and The Terra Foundation for American Art. Currently, an Associate Professor at Columbia College Chicago, she also contributes to teacher development programs through the Chicago Teachers' Center at Northeastern Illinois University and Chicago Public Schools' Office of Arts Education.

Grace Murray is the Coordinator of Teacher Programs in the Department of Museum Education at the Art Institute of Chicago. She is responsible for planning workshops about the museum's permanent collection and special exhibitions, and developing curriculum materials for teachers. Grace joined the Department of Museum Education as the Coordinator of the Museums and Public Schools Programs (MAPS) in 2005. She has studied Art History at Kenyon College and the Courtauld Institute of Art, University of London, and is currently pursuing an M.A. in Modern

and Contemporary Art History, Theory, and Criticism at the School of the Art Institute of Chicago.

Barbara Radner, PhD, is Executive Director of the Center for Urban Education at DePaul University. She has been the Principal Investigator/Project Director for educational initiatives in the Chicago Public Schools and other school systems. Her current initiatives include the Community School Leadership for the Polk Bros. Foundation and Choices and Changes, building Chicago into the core curriculum in conjunction with the Burnham Centennial. Dr. Radner has also completed numerous grant-funded initiatives funded by organizations including the National Endowment for the Humanities, the Joyce Foundation, the Illinois Board of Higher Education, the Illinois Department of Human Services, and the US Department of Education. Additionally, she has directed program evaluations and has extensive publication of curriculum, assessment and activity guides developed, as well as many publications and presentations about education at local and national level.

Craig Segal received his BA from the University of Wisconsin-Madison in 1986. From there he began his career teaching abroad in Madrid for two years. He then moved to New York City, where he taught in public schools in Brooklyn for three years and began work on his master's degree. Mr. Segal completed his MA at the University of Illinois in 1992, and began teaching in Chicago public schools. Most of his teaching experience is with middle school students in the areas of language arts and social studies. He also teaches Latin music in an after-school club, and is the coach of the chess team at Whittier Elementary School where he is employed. Whittier is a dual-language program school located in the Pilsen community.

Jenny Siegenthaler is the director of the Terra Teacher Lab and since 2005 has been a program officer at the Terra Foundation of American Art, where she oversees education grants and initiatives for K-12 and adult audiences. From 2002–2004 she served as Director of Education for the Terra Museum of American Art. Prior to that she worked as a museum educator in Los Angeles at the J. Paul Getty Museum (2000–2002) and the Los Angeles County Museum of Art (1993–2000), where she oversaw professional-development programs for teachers. She holds a M.A.T. degree in art education from the Maryland Institute College of Art and a B.A. degree from Kenyon College in Ohio.