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To Whom It May Concern:

I am pleased to write in support for Dr. Desiree Cameron who is an outstanding teacher and administrator I've had the good fortune to work with at New York University. She is an outstanding scholar of considerable depth and sensitivity.

I first got to know Desiree when she was a student in a class I taught, *Drama Across the Curriculum and Beyond*, which she eventually took over and taught for the Program in Educational Theatre, along with a variety of other courses. As my student, Desiree demonstrated strong analytical abilities and incisive critical commentary about her own work and that of other class members. She created interdisciplinary lesson plans for elementary and secondary students that were beautifully constructed and powerfully engaging.

I have had the good fortune to collaborate with Desiree on a variety of projects since then, including devising lessons for students of all ages and co-chairing an event, *The Forum on Drama Across the Curriculum and Beyond*, an international conference held at NYU in April of 2007. In the Spring of 2008, she was in charge of coordinating another international conference, *Shakespeare: Page, Stage, Engage*, where she demonstrated, once again, how invaluable she is as a leader in the field who, quite literally, makes things happen. Her leadership skills are strong, as she is highly organized, positive, supportive, and always considers the team.

I can say, unequivocally, that Desiree has an excellent understanding of arts education, as well as a strong background in it. In fact, Desiree possesses profound insights about teaching and learning issues in general. As her CV indicates, she has an impressive background in teaching in the elementary and middle school classroom, teaching at the University level, and facilitating workshops on arts education, arts integration, and creative classroom practices. She has written plays for young audiences, published two chapters on the use of dramatic activities in the social studies curriculum in a teacher's handbook, as well as an article for *The International Journal on Learning* about engaging students and recognizing emotions through theatre structures. I have had the pleasure to read some of Desiree's essays, articles, and drafts of her research, both when she was my student and as a colleague, and she is an excellent writer. I feel lucky to have shared an office with Desiree where I could get her expert advice on lessons I was creating, or on writing that I was undertaking. Likewise, as she taught a variety of teacher education courses, observed student teachers in their school placements, and advised students, Desiree always received outstanding evaluations from her students. In fact, educational theatre students provided me with unsolicited positive comments about Desiree's guidance in student teaching, as well as her ideas on classroom management in the dramatic activities class, which, her students said, have influenced them to feel empowered and well prepared for teaching young people. Thus, it was not surprising that Desiree chose to focus her doctoral

research on exploring classroom management through drama, an area of inquiry that so many of our pre-service teachers, and teachers in general, want to learn more about. Her work was tremendous. Desiree's research will undoubtedly make a profound impact within the field.

While pursuing her course work, Desiree maintained a 4.0 grade point average, and as a practitioner in Educational Theatre, she has mastered theories and skills with the highest standards of professionalism. She particularly impressed the British faculty when she studied and was the sole graduate assistant for our Study Abroad Program in London. As graduate assistant in 2006, Desiree was able to organize events and troubleshoot student problems brilliantly while managing her own coursework and collaborating with teaching artists to create a meaningful unit based on social responsibility with fifth graders. The graduate assistants' responsibility to both the program and their own academics has typically been a monumental challenge for past students in the position, yet Desiree balanced her dual roles with efficiency, integrity, creativity, and good spirits. As a result, Desiree was asked to return to the London study abroad program as a member of the NYU faculty. In the summers of 2007 and 2008, Desiree was instrumental in coordinating the schedule before departure, teaching and mentoring students overseas and, in essence, helping to make the program happen.

Desiree's interpersonal skills are extraordinary, and her positive attitude was infectious. Desiree works very hard, but she always puts the needs of her students first. She approaches the many tasks on her plate with diligence and pride, and her enthusiasm for educational theatre is contagious for those who get the opportunity to work with her. It is hard not to be influenced by the passion and thoughtfulness that Desiree brings to all facets of her work in the field.

Dr. Desiree Cameron is a dedicated teacher, teacher educator, scholar and artist. She is a true leader, and her achievements have brought great credit to the program and herself. I urge you to give her application serious consideration, and please do not hesitate to contact me if you have any further questions.

Cordially,

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