

OUR MAGICAL WORLD

Crossings, Intersections & Integrations

Chicago Summer

TEACHER
INSTITUTE 2020

August 4 - 7

Our Magical World: Crossings, Intersections & Integrations Chicago Summer Virtual Teacher Institute

Itinerary

This year the institute will be led in English with materials in Spanish and English available.
Please note that all listed times are in the **Central Time Zone (North America)**.

TUESDAY, AUGUST 4

9:00am-11:00am

TRUTHS LONG FORGOTTEN

a literacy and community building workshop with María del Mar Patrón Vázquez and Kurt Wootton

*“Myths, my abuela used to say, are truths long forgotten by the world.”
–Charlie Hernández*

11:00am-12:00pm

LUNCH

12:00pm-12:00pm

YOUR HERO'S JOURNEY

a literacy workshop with Jon Baricovich, María del Mar Patrón Vázquez and Kurt Wootton

*“The privilege of a lifetime is being who you are.”
–Joseph Campbell*

WEDNESDAY, AUGUST 5

9:00am-11:00am

UN BESTIARIO DE LATINOAMÉRICA

a digital arts integrative workshop with Cynthia Weiss, Tommaso Iskra de Silvestri and Fannie Medina

*“Yet another creature my abuela had told me stories about!”
–Charlie Hernández*

11:00am-12:00pm

LUNCH

12:00pm-12:00pm

UN BESTIARIO DE LATINOAMÉRICA CONT.

THURSDAY, AUGUST 6

9:00am-11:00am

THE WEIRDNESS OF YOU: A SELF-PORTRAIT PROJECT

a digital arts integrative workshop with Cynthia Weiss, Tommaso Iskra de Silvestri and Fannie Medina

*“What I didn’t know at the time was that it would be the same ‘weirdness’ that would soon save my life.”
–Charlie Hernández*

11:00am-12:00pm

LUNCH

12:00pm-12:00pm

THE CALL TO ADVENTURE

a reading, writing, performance, and visual arts adventure with the Habla team

*“Today, I will be fierce. I will answer the call to adventure.”
–I Will Be Fierce*

FRIDAY, AUGUST 7

9:00am-11:00am

CULMINATING INSTITUTE EXHIBITION AND REFLECTION

PRESENTERS 2020 HABLA TEACHER INSTITUTE IN CHICAGO

Jon Baricovich is a life-long educator dedicated to the field of bilingual education and multilingual studies. As the Director of English Learner Programming in Summit School District 104, he was fundamental in establishing a Two-Way Spanish-English Dual Language program. His professional interests lie in the areas of linguistics, social justice and arts integration. Born and raised in Chicago and the son of an immigrant parent, his interest in multi-cultural studies and identity formation is grounded in his own personal lived experiences. He currently lives in the Pilsen neighborhood with his wife and two beautiful, precocious, bilingual and multicultural daughters.

Fannie Medina is a Chicago native. She has over 20 years working in the field of art education. She began taking visual art courses as a teenager at the School of the Art Institute of Chicago, Marwen Foundation, and worked as an apprentice artist through the City of Chicago's Gallery 37 program. At 18 years old, she began to work for Marwen and Gallery 37 as a Teaching Assistant. She pursued her degree in art education at the School of the Art Institute of Chicago while working as a teaching assistant, eventually obtaining a BFA in Arts Education from the University of Illinois at Chicago. Fannie has worked all over the Chicagoland area, teaching youth ages 5-18. She has shared her passion for teaching through the arts in working with various organizations such as A.R.T., Marwen Foundation, After School Matters, Chicago Park District, Better Boys Foundation, and Mujeres Latinas en Acción. Using the creative arts as a tool for improved learning has been the basis of her teaching practice. She currently works at Cook County school district 104 as the Program Manager for Pairing Arts and Culture with Teaching and Technology.

María del Mar Patrón Vázquez was born in Merida, Yucatan, Mexico where her family has lived for generations. She studied literature at Universidad de las Américas in Puebla, Mexico and then went on to a graduate degree in Hispanic Studies at Brown University in the United States. Her work is focused on how reading and literature can be part of the daily life of communities. At Brown she received the prestigious Presidential Teaching Award for her teaching of Spanish language classes to university students. Her unique approach to teaching involves the literature and culture of the language. Marimar has presented talks and workshops on language teaching in a variety of settings including Brown University, Florida Atlantic University, and for SmART Schools, an arts-integration organization. Perhaps the greatest lessons she's learned about teaching are from her children, Luis and Sandra, who are growing up bilingual.

Kurt Wootton is a co-founder and director of Habla: The Center for Language and Culture and is one of the founding directors of the ArtsLiteracy Project in the Education Department at Brown University. He has piloted several lab schools in the United States, Brazil, and Mexico and has worked with Boston, Hartford, St. Paul, Providence, and Central Falls on multi-year, district-wide initiatives. He is the coauthor of *A Reason to Read: Linking Literacy and the Arts* published by Harvard Education Press. The New York Times writes, "Mr. Wootton remains every bit as convinced of education's power to transform lives. He has changed his tool of choice, however, from a mirror in which students see only reflections of themselves to a window that opens onto the rest of the world."

Darío Bernal Villegas is a drummer, composer, and improviser, originally from Mexico City, trained in Mexico and London. Improvisation is an essential part of his job as a music creator, both in his openly improvised pieces and his compositions. He seeks to create an intense and creative interaction between musicians and the score, fostering the conditions for a fruitful dialogue between performer and composer. He is known for helping students create original, modern compositions using a variety of instruments and found objects.

Cynthia Weiss is an award-winning artist and educator, and a national leader in creative youth development and arts integration. She was previously the Director of Education at Marwen, a program that provides free visual arts courses and career counselors for Chicago youth from low-income communities. Cynthia helped found and direct the AIMproject (Arts Integration Mentoring Project) at Columbia College in Chicago. She is part of the arts education team that creates and directs the summer institutes at Habla: The Center for Language and Culture in Merida, Mexico. She does consultations at the local and national levels to support educating artists in their professional development of arts learning and reading and writing. Cynthia has an MFA in painting from the University of Illinois at Chicago and has directed large-scale public projects around the city and is a member of the Chicago Public Art Group. She is co-editor, with Gail Burnaford and Arnold Aprill of *Renaissance in the Classroom: Arts Integration and Meaningful Learning*, and co-editor with Amana Lichtenstein of *AIMprint: New Relations in the Arts and Learning*.

Arnold Aprill founded the Chicago Arts Partnerships in Education (CAPE) in 1993 and the Radical Compliance Arts and Learning Laboratory in 2012. He comes from a background in professional theater as an award-winning director, producer, and playwright. He has taught at the University of Chicago, National-Louis University, Columbia College, and the School of the Art Institute of Chicago. He is one of the co-editors with Cynthia Weiss and Gail Burnaford of *Renaissance in the Classroom: Arts Integration and Meaningful Learning*. He consults nationally and internationally on the role of the arts in effective school improvement and has been recognized for exceptional leadership by the Chicago Community Trust and the Ford Foundation. The Fulbright Scholar's program has named him as an arts education Senior Specialist.

Tommaso Iskra De Silvestri was born in Milan, Italy and moved to Mexico at a very young age, when his passion for art blossomed. Tommaso studied Fine Arts at the Accademia di Belle Arti of Urbino in Italy. During his undergraduate studies, Tommaso found another passion: working with kids. In 2010, Tommaso moved to Merida and participated in the Habla Teacher Institute to further pursue his enthusiasm for early-childhood education. This opened the door for him to become a teacher at Habla, where today he is the Creative Director and continues to teach. He also works with EdúcaTE Yucatán A.C. as an arts literacy promotor for primary school students and PICIP (Comprehensive Participatory Community Intervention Program), where he collaborates with the people of Flamboyanes to create murals around the community. Whenever he can, Tommaso attends art and teaching workshops to enhance his creativity in his professional and personal work. His passions include painting, videography, photography, animation, music, and yoga. Watching the excitement his students express when creating art and exploring their own imagination is what drives his passion for teaching.

Madeline Beath grew up in Tennessee and has always had a passion for people. She received her Bachelor of Arts in Sociology and Spanish before moving to Mérida in 2012. For the better part of a decade, Madeline has worked with mostly teens and pre-teens in diverse classroom settings in and around Mérida, which inspired her to pursue her Master of Science in Social Work with a concentration in Organizational Leadership from the University of Tennessee. Madeline is currently linked with EdúcaTE Yucatán, AC and PICIP (Comprehensive Participatory Community Intervention Program), where she works in project development and implementation for youth and parent programs. Madeline loves working with youth and is dedicated to violence prevention, community empowerment and trauma-informed practice. She strives to promote an interdisciplinary collaboration between educators and social workers to take on the challenges youth face in and out of the classroom. Madeline is the English and Community Projects Coordinator at Habla.