



# THINGS **LOST** & **FOUND** STORIES OF OUR TIME TOGETHER

## TEACHER **2021** 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, JULY 27

9:45am-10:00am

### WELCOME

10:00am-12:00pm

### WHEN THE WORLD CAME TOGETHER AS ONE

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

“The stars here shine brighter & there are lights somewhere saying my name—” - *Kevin Young*

2:00pm-4:15pm

### IN FLOATS SPRING’S INSISTENCE

a visual and textual arts workshop with Cynthia Weiss and Tommaso Iskra De Silvestri

## | WEDNESDAY, JULY 28

9:45am-12:00pm

### **POETRY TO SEE US THROUGH**

a poetry reading, discussion, and writing workshop with Patricia Sobral

“What if only poetry will see us through?” - *Julia Alvarez*

2:00pm-4:15pm

### **NOTICING SMALL THINGS**

a visual and textual arts workshop with Cynthia Weiss and Tommaso Iskra De Silvestri

“I started sketching moments from each day.” - *LeUyen Pham*

## | THURSDAY, JULY 28

9:45am-12:00pm

### **TO TAKE YOUR HAND**

a performance and music workshop with Darío Bernal Villegas, María del Mar Patrón Vázquez, and Kurt Wootton

2:00pm-4:15pm

### **THINGS LOST AND FOUND: AN ONLINE EXHIBITION**

closing exhibition and celebration

“OUTSIDE, the world kept growing.  
INSIDE, we kept growing too.” - *LeUyen Pham*

## PRESENTERS 2021 VIRTUAL TEACHER INSTITUTE

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**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."

**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*.

**Patricia Sobral** was educated in Brazil and the United States and has lived all her life between and in the midst of several cultures. She holds a Ph.D. in Portuguese and Brazilian Studies from Brown University, where she is currently a faculty member. She is the Director of Undergraduate Studies in the Department of Portuguese and Brazilian Studies. Patricia teaches several courses in Portuguese via the arts, for example *Performing Brazil*, and three courses in English: a first-year seminar, *Belonging and Displacement*; a sophomore seminar, *Mapping Cross-Cultural Identities*, and *Artful Teaching*. Patricia Sobral is the recipient of the 2012 Harriet W. Sheridan Award for Distinguished Contribution to Teaching and Learning at Brown, and the Undergraduate Student Council Award for Teaching and Advising, and the recipient of the 2016 Karen T. Romer Prize for Excellence in Advising. She is a co-author of *Ponto de Encontro, Viajando através do alfabeto*, and *Mapeando o Português através das Artes*. She integrates the performing, visual, digital, and literary arts to enhance language acquisition, deepen cultural awareness, and demonstrate how the arts can promote change.

**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.

**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 Scholars 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.