



## SUMMER INSTITUTE 2012 FACILITATOR BIO SHEET

### SMART SCHOOLS CO-DIRECTORS

**Eileen Conklin Mackin**, Ed. M., Founder and Director of the SmART Schools Program, a K-12 comprehensive, arts-centered, whole-school change model, which she formerly housed at Education Development Center, Inc. (EDC) from 1999-2010. Ms. Mackin is an arts-in-education specialist, a professional and master teaching visual artist, with an extensive background in dance and theatre. Ms. Mackin is a graduate of the Harvard University Graduate School of Education, Arts-In-Education Program. While at Harvard, she worked primarily with Project Zero's Howard Gardner, Jessica Davis, and David Perkins; PACE's Dennie Wolf; and other renowned school reform leaders. Paramount to Ms. Mackin's education reform work is her deliberate focus on whole-school professional development to cultivate arts-centered professional learning communities as a lever for academic and social success for all students.

Prior to her SmART Schools work, Ms. Mackin was the president of her own education consulting firm. At that time Ms. Mackin provided professional development opportunities for educators in the continental United States and abroad. In addition, as a consultant for the Massachusetts Department of Education she played a central role in the writing of the Massachusetts Arts Curriculum Frameworks/Standards for Visual Arts, Theater, Dance, and Music, and served for three years on the Massachusetts Arts Education Advisory Council to the Commissioner of Education. She has also taught visual arts and arts-infused curriculum in K-12 school/community programs and taught in undergraduate and graduate programs for colleges in New England.

Ms. Mackin, a professional visual artist for over thirty years, has exhibited her work extensively, including in New York City, and is represented in numerous private collections.

**Robert A. Mackin**, Ed.D., Director of SmART Schools Secondary Schools has also served since 2003 as Director of High Schools for America's Choice, Inc. a national organization dedicated to whole school K-12 reform headquartered in Washington, DC. In this capacity, Dr. Mackin has provided professional development for school leaders and designed a wide array of handbooks and training materials for principals and teachers. Prior to joining ACI, he was President of LEAD New England, an educational consulting firm that supports high school redesign throughout the Northeast.

For most of his career Dr. Mackin worked as a middle and high school principal in Connecticut, New York and New Hampshire. In 1991 Bob became the founding principal of Souhegan High School (Amherst, NH) that has been recognized as a national model for innovation and reform. Dr. Mackin was chosen as 1995 New Hampshire Principal of the Year and was runner-up for the National High School Principal of the Year award in 1996. He co-authored *Standards of Mind and Heart: Creating the Good High School*, published in 2002 by Teachers College Press.

Dr. Mackin has an Ed.D. in Administration and School Reform from the University of Massachusetts, Amherst, an M.A. in Education from Stanford University, and a B.A. in Politics cum laude from Princeton University.

## SMART SCHOOLS MASTER TEACHING ARTISTS AND SENIOR FACILITATORS

**Robert Allwarden** – Musician/Singer/Song Writer; Curriculum Mapping Facilitator trained by Heidi Hayes-Jacobs. Robert Allwarden has been teaching music in public and private schools for 20 years at all grade levels, from elementary through college. He has a BS degree in music composition and theory and an MS degree in education. He also holds a level-3 certification in Orff Schulwerk music education. Robert has been an arts-in-education consultant and staff member of Smart Schools for the past eleven years. He also performs frequently in the greater Boston area with his band The Giant Steps, which plays “family friendly” rock and roll, and has produced two recordings of original music for children. As a SmART Schools curriculum mapping instructor, Robert Allwarden teaches curriculum mapping utilizing the Heidi Hayes- Jacobs model encompassing the seven phases of curriculum mapping.

**Dan Bisaccio**, Brown University, Director of Science Education and lecturer in education. Dan Bisaccio's on-going research with the Smithsonian Institution's Biodiversity & Monitoring Program involves secondary and college students with authentic field research opportunities at several tropical sites in Central and South America as well as the South Pacific. His work has been recognized by the United Nations Environmental Program (Convention on Biological Diversity) where he is an active contributor to their international biological diversity education outreach committee and has presented, with his students, pedagogical as well as biological research at United Nations Conferences on Biological Diversity (Montreal, CA – May, 2007; May, 2008 -Bonn, Germany). Dan has been the recipient of many national, state, regional teaching awards – including the Presidential Award for Excellence in Science Teaching as well as authoring several articles on educational pedagogy and practice.

Prior to joining Brown University's Education Department in 2008, Dan Bisaccio was the Math/ Science/ Technology Division Head charged to develop and implement a program to meet the needs of all students for the 21st Century at Souhegan High School (a public school in Amherst, New Hampshire). At SHS, Dan has taught advanced biology, tropical ecology, and a Conservation Biology & Literature senior seminar as well as developing and teaching ongoing professional development workshops for teachers and interns. Dan also leads a number of international professional institutes and biodiversity research projects for teachers and students annually. His teaching methodology and research has been highlighted in several books, on National Public Radio, and on a CBS TV special focused on public education.

**Wendy Cohen**, M.Ed., Independent Education Consultant for EDC/SmART Schools. Ms. Cohen currently facilitates and coaches myriad education leadership trainings, including *Learning to Listen*, *Learning to Teach* and SmART Schools Collaborative Leadership Team Training and Professional Learning Communities (*PLC*). Ms. Cohen also conducts workshops on curriculum mapping and designing arts-infused curriculum, instruction and performance assessments aligned to Grade Level Expectation Standards employing the strategies of *Backward Design*, *Universal Design*, and *Assessment for Learning*. Ms Cohen is also an adjunct faculty member for St. Michael's Graduate Education Program (VT) where she teaches seasoned and new teachers a course entitled “New Directions in Assessment.”

Ms. Cohen's other consulting work includes: coordinated Vermont statewide effort to write Arts Grade Expectations; consultant to the state of Maine in the revision of their state arts standards; curriculum specialist for the National Endowment for the Arts New England Summer Institutes; consultant to the New Hampshire Department of Education in arts integration; curriculum specialist to the Massachusetts Cultural Council for their Springfield, MA summer institutes; and consultant to the Center for Curriculum Renewal on several curriculum audits in New York State and South Carolina.

**Catherine Davis Hayes**, SmART Schools master teaching artist, has been a visual arts educator for 14 years and a working artist, holds a BFA from the Rhode Island School of Design and a MAT from Tufts University and the School of the Museum of Fine Arts, Boston. Catherine has taught visual arts to all grade levels in both public and private schools including the Rhode Island School of Design and the Rhode Island School for the Deaf. She was named Rhode Island Teacher of the Year in 2007, and Art Educator of the Year by the Rhode Island Art Educator's Association in 1999, and was the first art educator in the state to earn National Board Professional Teacher certification in 2002.

Catherine is currently a visual arts teacher and the coordinator for the SmART Schools program at Oakland Beach Elementary School in Warwick, RI, where for the past five years she has facilitated cross-curricular arts integration and coordinated support between the school's teaching staff and the SmART Schools team. Catherine is also the Coordinator for the Young Artists Program at the Rhode Island School of Design, which provides K-12 students with visual arts courses that take advantage of the resources of the RISD campus. As an artist, Catherine has been involved with many large-scale community arts projects including serving as Associate Director for the award-winning *Circle of Clay* project at Hasbro Children's Hospital. Currently, she is the Assistant Artistic Director and a woodcarver for the Oakland Beach Carousel Foundation, a community-based organization which is hand carving and building a new carousel for the Oakland Beach community in Warwick, RI.

**Amy Leidtke**, Rhode Island based industrial designer. Ms. Leidtke has a broad range of professional experiences including design consultant, artist, adjunct professor, designer-in-residence, design educator, mentor, and volunteer. As Principal of Leidtke Design, she works for clients doing strategic and master planning, conducting participatory design workshops, and graphically facilitating meetings. She is currently working with a community in Lincoln, Nebraska to create a nature-based discovery garden.

Ms. Leidtke teaches graduate and undergraduate students at Rhode Island School of Design (RISD) in the Department of Industrial Design. She is Designer-in-Residence at RISD's Project Open Door, providing hands-on studio-based design experiences for a group of high school students from the William Davies Career and Technical High School. Ms. Leidtke develops and delivers interactive design workshops, such as "Joy of Drawing", "Colossal Color Fields", "3, 2, 1... Blastoff: Water Rockets", and "Sculptural Snack + Edible Edifices", for families and children through RISD's Young Artists Program. She is a member of the planning committee for the upcoming 3rd Biennial Design Science Symposium, scheduled for November 11-13, 2011, hosted by the Synergetics Collaborative and RISD.

At Hope High School, Ms. Leidtke served as Designer-in-Residence, delivering seventeen weeks of after-school design education programming, all of which related to the principles of design science. Ms. Leidtke co-developed and co-facilitated a school-wide enrichment program for all two hundred and twenty students at the Nathaniel Greene Middle School in Providence. The program integrated art, math and science curriculums. All students made their own kaleidoscope. Ms. Leidtke is also a professional visual artist who recently exhibited eighteen paintings in a solo show entitled, "Color Fields" at Providence's AS220 Project Space.

**Magdalena Gómez**, Co-founder and Artistic Director Teatro V!da, is an internationally acclaimed teaching artist, performer, poet, lyricist, columnist and playwright, selected by Pregones Theater of NYC, as an NEA American Master Artist, 2010-2011. She has been honored by Pregones with a staged reading of her poetry and monologues: "Dancing in My Cockroach Killers", slated for a future full production. Ms. Gómez has facilitated arts training, arts integration residencies and professional development for educators and students in countless schools throughout the country. As the Theater Specialist and Program Director for Johnny Colon's East Harlem Music School in the late 70's-80's, her acting students included singer, Marc Anthony, MacArthur Genius Award

Winner and Eco-Activist, Majora Carter, and writer, Yoruba Rahman. Many of Ms. Gómez's students have gone on to pursue illustrious careers in the arts, activism and health fields. In 2008, she received a Proclamation from the Springfield City Council for her over three decades of work in the arts and her local arts contributions to the city of Springfield, MA. In 2008, Ms. Gómez was one of five recipients of the D.C. based Black Women Playwright's Group's, first 2008 national, "*Whisper. Laugh. Shout. Award*" for her national contributions to the field of theater. In 2007, she was named an Unsung Heroine by the Massachusetts Commission on the Status of Women for her arts-based community work in Western Massachusetts. Ms. Gómez's plays, monologues, poetry and short stories are included in college syllabi throughout the country. She has performed her work in venues which include: Lincoln Center, Vanderbilt University, the Brooklyn Academy of Music, the Augusta Savage Gallery of the University of Massachusetts, New WORLD Theater and was the inaugural poet for the installation of Lasell College President, Michael B. Alexander earlier this year. Her poems have been widely published: *Tea Party Magazine*, *Massachusetts Review*, *Latino Boom*, *Puerto Rican Writers at Home in the USA*, *Palabra Journal*, *upstreet journal*, and *the Berkshire Review*, among many others. In 2007, Ms. Gómez was commissioned by choreographer, Peggy Choy, of the University of Wisconsin, to write and narrate the text for a dance theater production, based on a concept by Ms. Choy, *Gateless Gate: Women of the Scarred Earth*, on the WWII Comfort Women, which premiered at the world famous Union Theater in Madison, Wisconsin. Ms. Gómez is a regular collaborator of jazz poetry performances with world-class composer and baritone saxophonist, Fred Ho. Her latest bilingual (Spanish and English) CD, *Bemba y Chichón*, features her poetry and songs of resistance created in collaboration with composer Abraham Gómez-Delgado, featuring guitarist, Juancho Herrera and percussionist, Reinaldo DeJesus. Her first album, *Amaxonica (howls from the left side of my body)* now out of print. Her third album featuring intergenerational spoken word and music, is currently in the works. One of her award winning solo shows, *Chopping (the way mami said shopping)* will premiere in NYC at Hostos Community College, in 2009, featuring NYC actor, Rhina Valentin under the direction of Ms. Gómez. Ms. Gómez was also a judge in the 2008 Met Life New Plays Competition for NYC's Repertorio Español. Her play on the lingering and devastating legacy of McCarthyism, *Lobster Face* premiered off-Broadway in 2004, under the direction of Daniel Jaquez, and was a NY Times pick of the season. Ms. Gómez also write plays and stories for children as well as adults. She is currently collaborating with visual artist, Beverly Naidus on a children's book for those with special needs. Her archives have been selected for inclusion in the Thomas J. Dodd Research Center of the University of Connecticut at Storrs.

**Kurt Van Dexter** is a practicing artist, registered landscape architect, and a certified K-12 visual arts educator. Since 1994, Kurt has been collaborating with schools, guiding them through the process of developing schoolyard gardens and educational landscapes. Incorporating art, design, math, science, written, oral, and visual presentation, and sometimes history, he guides students, teachers, and members of the community through the design process from initiating goals, objectives and a scope of work, to working in scale, visualizing, planning the structural space of a garden, researching and selecting plants appropriate for the site and climatic conditions, to constructing and then celebrating the completed space. Kurt also works with the school to plan for periodic maintenance of the space.

In 2005, Kurt co-founded the Children's Garden Network, a statewide initiative to create engaging garden spaces at all schools. Kurt also travels to work with schools in other parts of the country as well. He is currently writing a book on the design of schoolyard gardens. In his spare time, Kurt raises rosemary and lavender plants on his small farm, Good Karma Farma. After a long hiatus, Kurt is painting again, exhibiting and selling his work. He plays the button accordion and still performs with the dance troupe he co-founded 28 years ago.

**Kurt Wootton** is the co-founder and director of Habla: The Center for Culture and Language based in Merida, Mexico, on the Yucatan Peninsula. Habla is both a lab school and center dedicated to creating classrooms, schools, and school systems that are culturally relevant and that

foster the development of an innovative set of skills necessary for participating in a global, political, intellectual, and economic space. Mr. Wootton is also one of the founding directors of the ArtsLiteracy Project in the Education Department at Brown University. He has piloted the ArtsLiteracy international lab school in the United States and rural Brazil and worked with Boston, St. Paul, Providence, and Central Falls districts on multi-year, district-wide initiatives.

Mr. Wootton has had an extensive history of providing teachers with both an approach to arts-integration as well as facilitating cross-cultural projects around the globe. Mr. Wootton is currently on the faculty at Brown University and is writing a book on the ArtsLiteracy Project with the support of the Ford Foundation. He has taught at both the undergraduate and graduate levels at Brown including a yearly course titled "Literacy, Community, and the Arts." Mr. Wootton has presented keynote speeches and workshops in a variety of settings including the Arts Education Partnership's Forums, Harvard University's Cultural Agents Initiative, the University of Maryland, Universo University in Goiânia, Brazil, and Senac University in São Paulo, Brazil.

Mr. Wootton's work has been featured in numerous publications including the Arts Education Partnership's recent book *Third Space*. *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."