

Teachers As Scholars



Seminar Series
2018-2019

TeacherPrep
PRINCETON UNIVERSITY PROGRAM IN TEACHER PREPARATION

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WELCOME TO **TEACHERS AS SCHOLARS**

Teachers As Scholars (TAS) is a partnership between Princeton University and surrounding schools and districts formed with the objective of providing scholarly and intellectually engaging opportunities for teachers. Seminars are taught by faculty and staff from Princeton University and span a wide range of topics and subject areas. Each seminar is open to teachers from any grade level or content area. Seminars are intended to promote life-long learning among elementary and secondary level teachers.

This year **Teachers As Scholars** will include teachers at all grade levels and subject areas from our member schools: Bordentown Regional School District, Hillsborough Township Public Schools, Hopewell Valley Regional School District, The Hun School, Lawrence Township Public Schools, The Lawrenceville School, Newark Academy, Peddie School, Princeton Day School, Princeton Public Schools, Robbinsville Public Schools, The Pennington School, Stuart Country Day School, and West Windsor-Plainsboro Regional Schools.

Non-member districts and schools are invited to attend as space allows. Please budget the following for seminar attendance per person: \$175 for a one day seminar and/or \$350 for a two day seminar, and/or \$75 for attendance at the Administrators as Scholars seminar. If you would like to become a member of **Teachers As Scholars**, please contact Anne Catena, Ed. D., at acatena@princeton.edu, or Anna Jacobson, Ph.D., at atj@princeton.edu, or call our office at 609-258-3336.

TAS seminars meet at Princeton University from 9a.m. until 3p.m. Schools generously provide release time for the teachers on seminar days. In preparation for each seminar, participants usually complete readings which are mailed in advance.

Time Travel 101 has been created by Princeton University's Cotsen Children's Library. This program introduces teachers and students to primary sources, for use in their own classrooms! Schools and/or district that are **TAS** members are eligible to borrow Time Travel 101 lending collections and access curriculum and printable digital images. Time Travel 101 information is available at <https://teacherprep.princeton.edu/TimeTravel101>. For more information, please see page 16.

The **Teachers As Scholars** program began at Harvard University in 1996 and has extended to include colleges and universities across the country. The **TAS** program at Princeton University is in its 20th year and is supported by the Program in Teacher Preparation and area schools and districts.

Teachers' Comments:

- *It helped my teaching and it gives me the rare and wonderful opportunity to be a student again.*
- *The TAS program satisfies my thirst for knowledge and I feel it is important to model lifelong learning for my students.*
- *This directly impacted the way I teach grammar and made me reflect a lot on what I teach and why.*
- *I am always recharged and prepared to return to my students with excitement about the topics.*
- *Very useful to me as a parent (wish I would have taken this before having my 2 children) and as an educator who is constantly trying to understand others and appreciate differences.*



American Politics Since 9/11

Mondays, Nov. 5 and 12, 2018
9am-3pm

Stanley N. Katz, Ph.D.

Woodrow Wilson School of Public and International Affairs

Stanley N. Katz, Ph.D., teaches courses on democracy, civil society, and nonprofit organizations at the Woodrow Wilson School. He writes about the United States and human rights and higher education policy. Katz works on projects in Cuba and elsewhere. He directs the Center for Arts and Cultural Policy Studies at WWS and is the President Emeritus of the American Council of Learned Societies.

We will talk about the development of politics in the United States since the trauma of 9/11. The larger narrative is one of continuing tension between localism/small government close to home and nationalism/internationalism and strong central government. These issues were muddled in the odd circumstances and outcome of the 2000 election, and further confused by the circumstances of 9/11 and the Bush 43 response to the attacks. The war of choice in Iraq proved to be an important turning point, one that is still influencing American politics. And then we had the victory of Barrack Obama, which, combined with the Great Recession of 2009, produced another unusual context for political development. And all of this gave way to the populist triumph of Donald Trump, with which the country is still struggling. *Is this really the end of globalism and U.S. world leadership, or is it a blip in the larger narrative? Tune in to discuss!*

Administrators As Scholars Seminar Only:

Learn Like a Baby: The Beginnings of Human Cognition & the Consequences of Early Language Experience

Friday, Nov. 30, 2018

9am-10:30am

Casey Lew-Williams, Ph.D.

Department of Psychology and Princeton Baby Lab



Babies are capable of impressive feats of learning. Their abilities to look, listen, remember, and communicate enable them to break into the structure of the world; yet, learning is also fragile and subject to the environment. This seminar will focus on language as a window into the developing mind, and highlight landmark studies that elucidate the consequential and variable nature of early language learning. *How do our basic cognitive capacities support the learning of the complexities of sounds, words, and sentences? Where do disparities in early language abilities come from? How consequential are the first years of language experience in determining later outcomes?*

This seminar is designed for Administrators, Supervisors, Principals, and Superintendents. This seminar will be a repeat of the same AAS seminar from 2017.

Casey Lew-Williams is an Assistant Professor of Psychology at Princeton University, and Co-Director of the Princeton Baby Lab. He studies how babies learn, with a particular focus on language. He earned his Ph.D. at Stanford University, and worked at Northwestern University and the University of Wisconsin-Madison before joining Princeton in 2014.



STEM Researchers Working in the Lab & Communicating Science Everywhere

Fridays, Nov. 30 and Dec. 7, 2018
9am-3pm

Daniel J. Steinberg, Ph.D.

Princeton Institute for the Science and Technology of Materials

Daniel J. Steinberg, Ph.D., is the Education Director for the Princeton Center for Complex Materials and the Princeton Institute for the Science and Technology of Materials. Dan was an operations astronomer for the Hubble Space Telescope prior to joining Princeton. He directs many education programs for teachers, students for k-graduate school and the public.

We will explore how interdisciplinary science really works in a National Science Foundation (NSF) funded research center at Princeton University. With most research today being collaborative and interdisciplinary, this seminar will focus on how interdisciplinary science and engineering research are conducted at Princeton University. We will provide an opportunity to gather insight into some science and engineering practices employed in modern research.

The NSF funded Princeton Center for Complex Materials has three interdisciplinary research groups on the cutting edge of physics, chemistry, engineering, materials science and technology to benefit society. It has a mission to “*advance discovery and understanding while promoting teaching, training, and learning.*” This includes a broader impact mission to help society in part by communicating science to all. In addition to science research lectures and tours, we will discuss and experience how scientists are now prepared to communicate and share their science with non-expert audiences at all levels as well as other experts.

Teachers will meet and have discussions with professors in engineering, physics, chemistry, and material science about research and ethics in science. Tours of research labs and facilities will be included. We will converse about aspects of interdisciplinary research and how it really happens in the lab. Furthermore, we will also discuss many new initiatives to improve science communication.

Problems of Philosophy

Wednesday, December 12, 2018

9am-3pm



Gideon A. Rosen, Ph.D.
Department of Philosophy

Philosophy has a long and fascinating history. But contemporary philosophy is not mainly the study of great figures of the past. It is a living enterprise aimed at solving a range of distinctively philosophical problems. The aim of this seminar is to give participants a sense of what contemporary philosophy is like.

The focus will be on two central problems: the problem of personal identity and the free will problem. The first arises from the manifest fact that people persist through change. You exist now, but you also existed 10 years ago. And yet the atoms that composed you then have been scattered to the winds, and the thoughts and feelings that filled your mind have been replaced by new thoughts and feelings. If we suppose that whenever a thing persists there must be some kernel that persists unchanged, we will be tempted to posit an unchanging immaterial soul. We will discuss this idea, but the main focus will be theories according to which human beings are animals made of purely physical bits and pieces. The challenge is to say what makes it the case that some person who will exist in the future will be you. As we will see, we approach this question by investigating often bizarre hypothetical cases. (*Would you survive 'teletransportation'?*) Reflection on this methodology will prompt a general question about philosophy: *How can armchair reflection tell us anything about the real world?*

The second question —the free will question— is more familiar. When you make an ordinary choice it seems to you that your decision was not settled in advance. And yet your choices don't feel random or uncaused either: they seem to flow from you. The first challenge is to say what this could possibly mean. The second is to say whether it is true. Science tells us that we are collections of subatomic particles governed by strict physical laws. Those laws may be deterministic, or they may allow for randomness. But at the fundamental level, those are the only two possibilities. It is therefore totally unclear whether free will is possible. Our aim will be to assess this disturbing argument and to explore its implications for human life.

Gideon A. Rosen, Ph.D., joined the Department of Philosophy at Princeton University in 1993, having taught previously at the University of Michigan. His areas of research include metaphysics, epistemology and moral philosophy. He is the author (with John Burgess) of *A Subject With No Object* (Oxford, 1997) and co-editor of *The Norton Introduction to Philosophy* (Norton 2015). From 2006 to 2014, Rosen served as Chair of Princeton's Council of the Humanities. He is currently Chair of the Department of Philosophy and Director of the Program in Linguistics.



Impressionist Painting at the Princeton University Art Museum

Wednesdays, Jan. 9 and 16, 2019
9am-3pm

Caroline I. Harris, Ph.D.
Princeton Art Museum

Caroline I. Harris, Ph.D., University of Virginia, has led the Education Department at the Princeton University Art Museum for over a decade. Prior to coming to Princeton, she served as staff lecturer in charge of academic affairs at the Philadelphia Museum of Art. Her main research interest is 19th-century French painting, and her most recent publication is "*Alfred Sisley's Portraits of Place*" for the museum's catalogue *Cézanne and the Modern: Masterpieces of European Art* from the Pearlman Collection.

This course will examine late nineteenth-century painting with an emphasis on artists represented in the Princeton University Art Museum. The course will begin with an in-depth discussion of the French Academic tradition to place the work of the late nineteenth-century avant-garde in context and to develop a definition of Impressionism. Claude Monet's oeuvre will be considered in relation to the history of European landscape painting followed by an opportunity to study Edgar Degas and Mary Cassatt's figurative works in detail. The second session will cover Alfred Sisley's portraits of place and Paul Cézanne's idiosyncratic vision. These artists' techniques will be discussed in-depth with half the class taking place in the Museum's galleries and study rooms.

(This seminar can only accommodate 12 people.)

January 9: Claude Monet, Edgar Degas, and Mary Cassatt

January 16: Alfred Sisley, and Paul Cézanne

ADHD: Brain Function & Educational Interventions

Thursday, Jan. 17, 2019
9am-3pm



Sabine Kastner, Ph.D.
Princeton Neuroscience Institute

Little is known about the development of the typical human brain, and even less is known about what can go wrong in the brains of children who have neurodevelopmental challenges such as Attention-Deficit/Hyperactivity Disorder (ADHD), Developmental Coordination Disorder (DCD) or developmental dyslexia. Dr. Kastner will share her research at the Princeton Neuroscience Institute, which is designed to further our understanding of both typical and atypical brain development– to understand the brains of children who develop normally as well as the brains of children who experience neurodevelopmental challenges.

This seminar will offer a teacher-friendly introduction to cognitive brain functions including attention and selective perception, as well as systems for short- and long-term memory. Dr. Kastner will share what is known about ADHD, with specific tips for students and educators. We'll also hear about her ground-breaking work, including children in the scientific process with Frontiers for Young Minds, see <https://kids.frontiersin.org/>.

Dr. Kastner earned an M.D. degree from the Heinrich-Heine University of Duesseldorf (Germany) and received a Ph.D. degree in neurophysiology from the Georg-August University, Goettingen (Germany) under the mentorship of the late Otto Creutzfeldt. After a post-doctorate at the Max Planck Institute for Biophysical Chemistry, Goettingen and an internship in psychiatry, Dr. Kastner joined Leslie Ungerleider's and Robert Desimone's lab at the NIMH in Bethesda (1996-2000) before taking on a faculty position at Princeton, where she currently holds the rank of full professor. Dr. Kastner has served as the Scientific Director of Princeton's Neuroimaging Facility since 2005.



Living Newspaper

Wednesday, Jan. 23, 2019
9am-3pm

Lily Junker
McCarter Theatre Center

Lily Junker supervises curriculum and instruction for McCarter Theatre's After School programs, Summer Camp classes, and In-School residencies. Prior to joining McCarter in 2013, Lily spent two years at Asolo Repertory Theatre, where she worked as a teaching artist for the award-winning Kaleidoscope program for students and adults with disabilities, developed and directed original documentary theatre pieces with the Sarasota and Bradenton communities, and served as interim Education and Outreach Director.

In this seminar we will learn about the Living Newspaper theater project of the 1930s, in which newspaper articles were turned into plays. Based on a historical moment, we will create original scripts that share the information of a published article in a compelling way. Learning goals for your students include developing media literacy, understanding elements of dramatic structure, creating dialogue, and building an argument. The Living Newspaper format can focus on a number of thematic or content areas including English, the sciences, history or social studies.

The Future of Computing Devices

Thursday, Jan. 31, 2019
9am-3pm



Naveen Verma, Ph.D.,
Department of Electrical Engineering

Daniel J. Steinberg, Ph.D.,
Princeton Institute for the Science and Technology of Materials

We will explore where we are in computing today and discuss with Princeton University engineers, some of the surprising and fascinating options for where we might go with revolutionary shifts in computing technology. The kinds of computing we require and the places that require computing are changing. The underlying physics used to achieve the broad computing functions that are important to us is hitting fundamental limits. It is time to think of new ways of building new types of computers, with new devices, circuits, and architectures to meet the needs of the future.

Electronics are poised to have a redefined relationship with people and society. As we realize the potential of electronics in computing, we will see computing devices move from the confinements of cyber systems, to systems that pervade all aspects of our lives where their impacts can be far greater in value, scale, and breadth. This future requires materials science for the development of devices which harness natural forces in new, innovative ways.

We will discuss how our engineers and materials scientists are building new microarchitectures and architectures, to scale up and appropriately control the computations possible. We will also discuss the relevance of modern computing to K-12 students for their education, their development of 21st century skills, and as an informed citizenship.

Naveen Verma Ph.D. received the B.A.Sc. degree in Electrical and Computer Engineering from the University of British Columbia, Vancouver, Canada in 2003 and the M.S. and Ph.D. degrees in Electrical Engineering from Massachusetts Institute of Technology in 2005 and 2009 respectively. Since July 2009 he has been with the Department of Electrical Engineering at Princeton University, where he is currently an Associate Professor. His research focuses on ultra-low-power integrated circuits and systems with an emphasis on sensing applications.



Technology Throughout History: 3D Printing & CNC Milling Provide a New Generation of Creative Tools For Use in K-12 Schools

Wednesdays, Feb. 13 and 27, 2019
9am-3pm

Michael G. Littman, Ph.D.

Department of Mechanical and Aerospace Engineering

Michael G. Littman, Ph.D. is a Professor of Mechanical and Aerospace Engineering. He joined Princeton University in 1979 after earning his doctoral degree at the Massachusetts Institute of Technology in 1977. His research interests include automatic controls, tunable laser design, and bio-mimic robotics. His principal research concerns the Terrestrial Planet Finder, a project involving design and control of a high contrast coronagraph in the search for life in the universe.

Tools for manufacturing have been an important part of our history and will continue to impact our future. In this seminar Prof. Littman will consider recent advances in technology, engineering and manufacturing. 21st century manufacturing technologies including additive manufacturing such as 3D printing, as well as subtractive methods like CNC milling will be explored. Participants will have the opportunity to learn about new manufacturing technologies and work in a university lab setting. There will be an opportunity to design and fabricate a few simple objects - a set of gears, a replica LEGO brick, a jig-saw puzzle, a slide rule, or a topological map of a portion of the Earth are some possible examples. Prof. Littman will review some historic replicas that his students have made for use in STEM education using these modern technologies including Galileo's original pendulum clock, Charles Page's original electric motor, Samuel Morse's telegraph, and Thomas Edison's plunger-type ammeter. An introduction to CAD (Computer-Aided-Design) and CAM (Computer-Aided-Manufacturing) software will also be presented.

Farming: A Lens of Exploring the Anthropogenic Impacts of Environmental Change

Tuesday, Apr. 30, 2019
9am-3pm



Daniel I. Rubenstein, Ph.D.
Department of Ecology and Evolutionary Biology

This seminar focuses on agriculture and the impacts that our food and farming choices have on the environment. An interdisciplinary, historical lens will be the basis for scientific thinking, and a way of knowing as we address the various environmental, social and nutritional repercussions of how society feeds itself now and in the future. Topics include the origins of agriculture, industrial food production, the overexploitation of land and oceans, and the farms of the future.

Participants will read DeFries' *The Big Ratchet: How Humanity Thrives in the Face of Natural Crisis* as we consider the paths we have chosen as a result of twentieth century technologies and innovations. *What has happened to our environment as humans have moved from hunters and gatherers, to shoppers in the aisles of the supermarket and online? How are we preparing for a future where society will have to secure more nourishment on a planet running increasingly short on the land and resources needed to provide it?*

Professor Daniel I. Rubenstein is the Class of 1877 Professor of Zoology, in Ecology and Evolutionary Biology, as well as the Director of the Program in Environmental Studies. His research focuses on decision-making in animals. Rubenstein studies how an individual's foraging, mating and social behavior are influenced by its phenotype, by ecological circumstances, and by the actions of other individuals in the population. Rubenstein joined Princeton University in 1980 after completing his doctoral studies at Duke University and a research fellowship at King's College, Cambridge University, U.K.



Fables of Empowerment: Good Fairies, Bad Witches, & Pitiful (Male) Beasts

**Thursdays, May 9 and 23, 2019
9am-3pm**

Ulrich C. Knoepfelmacher, Ph.D.
Department of English; Professor Emeritus

Ulrich C. Knoepfelmacher, Ph.D., the Paton Foundation Professor Emeritus of Ancient and Modern Literature, retired from Princeton's English Department in 2007. He has authored, edited, or co-edited a dozen books in both 19th C. British literature and children's literature, and has written over a hundred articles in these two fields. His children's book, *"Franny, Randy, and the Over-the-Edge Cat Person"*, was published in 2009, and his edition of *"Victorian Hybridities: Cultural Anxiety and Formal Innovation"* in 2010.

In the seventeenth-century, the orally transmitted fairytales which generations of female "spinners" had told to listeners of all ages were appropriated by writers who turned them into profitable texts for literate youngsters as well as for their elders. This shift turned the fairytale into a perpetually self-revising literary form. The universal power-conflicts between the dispossessed and the privileged, between women and men, and between child and adult could now be re-invested with meanings that reflected sharp cultural changes.

We shall closely examine such changes by looking at a great variety of texts and film excerpts. Entirely devoted to "Gender Shifts," our first meeting will focus on the multiple permutations of two related texts, *"Cinderella"* and *"Beauty and the Beast,"* and move from Charles Perrault, the Brothers Grimm, and Marie de Beaumont to recent revisers such as Angela Carter and Disney's Linda Wolverton. Our second meeting, devoted to "Fairy-Tale Fakery," will consider the demonizing of Racial Others by relating *"Hansel and Gretel"* to Nazi "Volk" ideology before looking at the mass extermination dramatized in Roald Dahl's *The Witches*. We shall conclude with a tribute to the falsifying-yet-truthful spinner of ads whom E. B. White cast as both fairy godmother to, and redeemer of, a male Beast in *Charlotte's Web*.

Selected Issues in Education Psychology: Update for Teacher/Practitioners

Wednesdays, May 22 and 29, 2019
9am-3pm



Mark Glat, Ph.D.
Department of Psychology

In our two-day seminar we will present a model of educational psychology based on the idea of teaching as a clinical practice. This point of view will allow us to consider current research and advances in human development, cognitive science, social psychology, and neuroscience from the standpoint of their relevance to actual teacher practices in the classroom. In particular, we will examine the significance of these advances for curriculum development and pedagogical practices, as well as emotional engagement and motivation. Finally in a case study format, we will consider how our studies and discussions can be put to use in developing practical approaches in addressing current concerns about the effects of social and economic inequalities in American education.

Mark Glat is a Lecturer in the Department of Psychology. He is a Certified School Psychologist in the State of New Jersey and served for three years as the first Clinical Director of The Beadleston School, a hospital based high school for emotionally disturbed adolescents in Elizabeth, New Jersey under the auspices of The Union County Educational Services Commission.

Dr. Glat earned his undergraduate degree at The City College of New York. He holds doctorates from Rutgers University in both Political Science and Professional Psychology. Prior to becoming a psychologist, Dr. Glat was an Assistant Professor of Political Science at Tel Aviv University.

Time Travel 101 Collections: Welcome to the program that puts primary resources directly in the hands of your teachers and students!

Only TAS members may borrow Time Travel 101 artifact cases. For list of current members please see page 17.

Questions? timetravel101@princeton.edu

Time Travel 101 artifact cases can be reserved for one week at a time by an individual teacher. Cases are picked up at the Program for Teacher Preparation office on the Princeton University campus (41 William Street, Princeton, NJ) during regular business hours. The artifact case must be returned to the same location on or before 4:15 p.m. Friday of the same week.

The teacher who makes the original reservation is responsible for, and is the only person who can both pick up and drop off, the artifact case. That teacher is also required to complete and sign a Time Travel 101 loan agreement when picking up the case/kit.

As Teachers as Scholars participants, you are the first to be invited to borrow the following artifact cases:

1. *Illuminate me:* Students are invited to examine and compare 15th century manuscript pages to better understand how books were created, and used, in the Middle Ages.

2. *Show me the money:* Beginning with a Colonial New Jersey pound note and ending with a 21st century dollar bill, this timeline of monetary artifacts demonstrates how NJ was colonized, grew, and nationalized.

3. *Selling, selling, sold!:* From Carter's Iron Pills to J.L. Weber's Carriages, learn about life in late 19th-century New Jersey by examining authentic period advertisements and colorful trade cards.

4. *Got anything to read?:* Forget computer screens and cell phones...what would a kid in 19th-century New Jersey find to read around the house? You'll find the answer in these period publications and household objects. No batteries required.

5. *World War II NJ:* Learn about wartime New Jersey by exploring items children encountered on the WWII home front. Ration coupons, advertisements, a draft letter, and a child's gas mask are just a few of the artifacts to explore.

To make a reservation please go to:
<https://timetravel101.setmore.com/aboutus> and follow the step by step instructions provided.

Registration Procedure

Step 1: Teacher Application with the School District:

Please fill out the application on page 20 of this brochure and submit it to your contact listed below. Your contact will notify you of your status.

Step 2: Teacher Registration with the University:

Once you receive confirmation from the Contact Representative that you have been selected to attend a Teachers as Scholars seminar, you need to register electronically on the Teachers as Scholars Web Page.

The deadline for online registration with the university is October 12, 2018.

If you have any questions about Teachers as Scholars, please contact Anne Catena, Ed.D., Director of Professional Development Initiatives, acatena@princeton.edu or Anna Jacobson, Ph.D, Assistant Director of Social Studies atj@princeton.edu or call (609) 258-3336. We hope you find your experience with Teachers as Scholars to be enjoyable and rewarding, and we look forward to your participation.

Member Contacts:

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ABOUT THE PROGRAM IN TEACHER PREPARATION AT PRINCETON UNIVERSITY

The Program in Teacher Preparation is a uniquely designed interdepartmental course of study that prepares Princeton University students, undergraduate and graduates, and alumni to become certified to teach. The students who earn certification are sincerely committed to becoming teachers and bring a level of enthusiasm, dedication, and intellectual excellence that will make them outstanding members of the profession. The Program offers specific courses, special seminars and colloquia, and many exciting opportunities for direct collaboration with area classroom teachers through structured, practical field experiences, including full-time practice teaching. We are very proud of our long-time collaboration with the teachers and administrators from area schools, and we are grateful for their willingness to share their expertise and their valuable time to help us to prepare our students so superbly. We call this collaboration the “community that builds teachers.”

Any teacher who hosts our student teachers attends a TAS seminar as our guest, no charge.

Other important initiatives:

In addition to Teachers as Scholars, the Program in Teacher Preparation offers additional professional learnings: QUEST.

QUEST is a professional development program in science and mathematics for local teachers. This intensive summer institute presents a unique opportunity for teachers to enhance their personal knowledge of science and mathematics content by engaging in laboratory experiments and field experiences led by the faculty and staff of the University and scientists from neighboring institutions. QUEST offers participants the chance to develop skills for applying the next generation science standards by helping them develop their knowledge, confidence, and enthusiasm in science and mathematics education. For more information on Princeton University’s Program in Teacher Preparation, please visit our website:

teacherprep.princeton.edu

Teacher Prep Staff:

Todd W. Kent, Director, Program in Teacher Preparation

Anne N. Catena, Director of Professional Development Initiatives

Kathleen M. Nolan, Coordinator of Urban Specialization; Program Associate

Anna Jacobson, Assistant Director, Social Studies

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REGISTRATION FORM

Administrators As Scholars

(Principals, Supervisors, and Superintendents)

You are invited to represent your district at the Administrators as Scholars seminar on November 30, 2018. Casey Lew-Williams, Ph.D., Co-Director of Princeton Baby Lab will present a seminar entitled, *Learn Like a Baby: The Beginnings of Human Cognition and the Consequences of Early Language Experience*. The seminar will be held at Palmer House, One Bayard Lane, Princeton, NJ 08540, from 9:00am until 10:30am. A light breakfast will be served and parking is available on site.

To register, please visit <https://teacherprep.princeton.edu/TASapplication> or complete this form and e-mail it to Anne Catena, Ed.D., Director of Professional Development Initiatives acatena@princeton.edu or Anna Jacobson, Ph.D, Assistant Director of Social Studies atj@princeton.edu, or fax it to the Program in Teacher Preparation at 609-258-4527 by October 12, 2018. We will send you directions and logistic information. We hope you are able to join us!

Name: _____

District: _____

Address: _____

Telephone: _____ Ext. _____

Fax: _____

E-mail: _____

If you have any questions about Administrators as Scholars, please contact the Program of Teacher Preparation at 609-258-3336. We hope you find your experience with Administrators as Scholars to be enjoyable and rewarding, and we look forward to your participation!

APPLICATION TO MEMBER SCHOOLS FOR TAS

Please provide the information below and submit this form to your TAS Contact no later than October 5, 2018.

Name: _____

School: _____

Grade Level/

Content Area: _____

Please list your first, second, and third choice for the seminar you wish to attend:

Seminar Number

Seminar Title

Choice 1: _____

Choice 2: _____

Choice 3: _____

Please duplicate this form as necessary.