

TeacherPrep

PRINCETON UNIVERSITY PROGRAM IN TEACHER PREPARATION

Teachers
As
Scholars

2023-2024



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 and administrators. Seminars are taught by faculty and staff from Princeton University and span a wide range of topics and subject areas. Participants are often asked to complete readings prior to the seminar, which are either e-mailed or mailed one month in advance. Each seminar is open to teachers from any grade level or content area as well as district/school-based administrators. Seminars are intended to promote life-long learning for K-12 teachers and administrators.

Teachers as Scholars includes administrators and teachers at all grade levels and subject areas from our member schools. A list of our member schools can be found on page 19.

Non-member districts and schools are invited to attend as space allows. If you are interested in attending a seminar or would like to become a member of Teachers as Scholars, please contact Dr. Ashley Taylor Jaffee at atjaffee@princeton.edu or call our office at 609-258-3336.

TAS follows all University and New Jersey health and safety guidelines. At this time, all TAS seminars will be held in-person at the Princeton University campus from 9 AM until 3 PM. Please visit the University's COVID Resource page for the most up-to-date University visitor policy information at <https://covid.princeton.edu>.

The Teachers as Scholars Program also collaborates with the Cotsen Children's Library at Princeton University to offer Time Travel 101. Time Travel 101 allows teachers to check out collections of primary source documents and artifacts for classroom use. Details on available collections can be found on page 18. Unfortunately, lending of Time Travel 101 kits has been suspended until further notice. However, Time Travel 101 has made the curriculum and printable images available online. For more information and updates, visit our website at <https://teacherprep.princeton.edu/TimeTravel101>. Be on the lookout for new and exciting collections to be added in Spring 2024!

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 25th year and is supported by the Program in Teacher Preparation as well as by area schools and districts.

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American Politics in the 1990s: Bill Clinton and the Third Way

November 1 & 13, 2023
9:00AM-3:00PM

Bill Clinton was elected when a third party candidate (Ross Perot) entered the race, but when Clinton prevailed over George H W Bush, he set out to reposition the Democratic Party. The notion of the Third Way was adopted in emulation of the English Labor politician, Tony Blair. Its premise was that a liberal political party needed to move Right toward the political ideological Center in order to win presidential elections. This was the view of the Democratic Leadership Council, which represented the more conservative elements in the party. For Clinton it meant moving to the Right on questions like welfare ("ending welfare as we have known it"), crime and the like. The Republican response in Clinton's first term was the scorched earth policies of Newt Gingrich, achieved through the threat of government shut-downs. But, astonishingly, Clinton recovered, winning a second term, only to be impeached in reaction to the Monica Lewinsky scandal. In the end, Clinton's personal behavior probably cost Al Gore the election in 2000, with it the chance for a longer term intrenchment of the Third Way. In this seminar we will explore these ideas and events, and discuss the ways in which both of the major American parties situate themselves on the ideological spectrum.



Stanley N. Katz, Ph.D.

School of Public and International Affairs

Stan Katz is a recently retired professor in the former Woodrow Wilson School, the School of Public and International Affairs at Princeton University. He is a teacher of history, law and public policy with special interests in the comparative study of constitutional democracy and the impact of philanthropy on American public policy. Professor Katz was awarded the National Humanities Medal in 2011 by President Barack Obama.

Administrators As Scholars

TBD
9:30-11:30AM



Jennifer L. Jennings, Ph.D.

Department of Sociology

Jennifer Jennings is a Professor of Sociology and Public Affairs, and a Faculty Associate of the Office of Population Research. She is also the Director of Education Research Section (ERS) which supports research, publication, and teaching on matters relating to education policy and practice. Her research interests are racial, socioeconomic, and gender disparities in educational and health outcomes. A Princeton alumna, earned a B.A. cum laude from the Woodrow Wilson School, and a certificate in Program in Teacher Preparation-NJ Social Studies Certification, a Masters of Philosophy in Education from the University of Cambridge, UK and a Ph.D. in Sociology from Columbia University with distinction.

Buddhist Literacy for Secular Mindfulness Practitioners

November 3 & 29, 2023
9:00AM-3:00PM

This workshop will orient high school teachers who are interested in mindfulness to the larger practice, theory, and tradition from which secular mindfulness emerges. It will include lectures, discussions, and guided mindfulness training sessions. Mindfulness as a professional discipline and as a part of institutional and public life in America has grown exponentially in the last decade, and is now routinely a part of private and public school systems, social work agencies, the prison system, the military, police departments, and higher education. Mindfulness emerges from a rich tradition of mind-science and social practices within Buddhism, much and even most of which is little known to secular practitioners in the west, and yet equally available and applicable in secular settings. The purpose of this workshop is to introduce complementary meditation techniques which are always a part of the original practice, as well as social and ethical ideas that traditionally accompany mindfulness (such as the role of kindness, empathy, and friendship). No previous experience with mindfulness is required.



Matthew C. Weiner, Ph.D.

Office of Religious Life

Matthew C. Weiner, Ph.D. is an Associate Dean in the Office of Religious Life. He oversees many programs including the Religious Life Council, Hidden Chaplains, and Faith Based Internships. Dean Weiner is a senior advisor to Harvard Divinity School's Insight into Mindfulness training program for mental health professionals (<https://hds.harvard.edu/academics/nondegree-programs/insight-into-mindfulness>). He is also the Principal Investigator (with Stanley N. Katz) for the Religion and Forced Migration Initiative, funded in part by the Henry Luce Foundation. He leads Live Music Meditation and co-curates the Stairwell Gallery. Before coming to Princeton, he was the Program Director for the Interfaith Center of New York. He holds an MTS from Harvard Divinity School and a PhD from Union Theological Seminary.

Deaf Gain, not Hearing Loss: Exploring What Deaf Culture Can Teach Us about Equity in Education

7

December 1 & 8, 2023
9:00AM-3:00PM

The term “Deaf gain” is a word play on the label “hearing loss.” Many people view deafness as a loss—hence, the term “hearing loss.” In response, Deaf people develop the concept of “Deaf gain” in order to show that being Deaf has many benefits and Deaf people’s culture and language have a lot to offer to society.

This concept is critical for the field of education because many people attempt to educate Deaf children at the expense of Deaf gains. One example is attempting to teach Deaf children without giving them full access to sign language. Many Deaf children fail to acquire substantial speech skills. Because they have not been given access to sign language at an early age, they develop what is called “language deprivation syndrome,” a set of intellectual disabilities found in children who have been deprived of language at an early age. As Steven Pinker points out, “the deaf are virtually the only neurologically normal people who make it to adulthood without having acquired a language.

With the goal of demonstrating Deaf gains, this seminar introduces the basics of Deaf culture and American Deaf history. An emphasis will be made on the unique benefits of sign language. The discussion on various Deaf gains will then be applied to the topic of equity in the field of education.



Noah Buchholz, M.Div., Th.M.

Department of Humanities Council & Linguistics

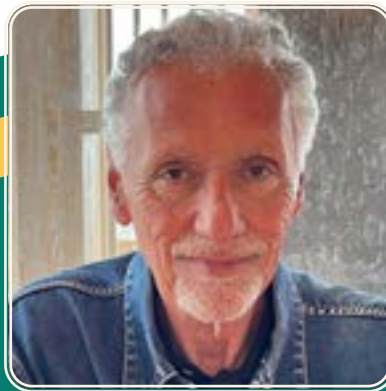
Noah Buchholz is a PhD candidate in Religion & Society at Princeton Theological Seminary and a senior lecturer in the Humanities Council and Program in Linguistics at Princeton University. He is also a Certified Deaf Interpreter (CDI), American Sign Language (ASL)-English translator, and performing artist. His research interests include disability/Deaf studies, sign language linguistics and literature, political/liberation theology, and postcolonial/decolonial theory.

Therapy in America: When Education is the Treatment. Mental Health in the Classroom in Post-Pandemic America - Supporting the Educator

December 11, 2023

9:00AM-3:00PM

Whether the issue is the emotional and behavioral well being of children and adolescents, the impact of pandemic leaning loss, the need for trauma informed teaching, or our continuing struggles to reconcile education and equity; clearly, we are having a “therapeutic moment” in post-pandemic America-and schools are right in the middle of it. Understandably, educators have focused on the needs of their students first and foremost. We see our students in crisis and rush to meet their needs and fulfill our responsibilities to them. If the well-being of educators is considered at all, it is usually as an afterthought or a footnote. In our workshop, we will put teachers first! We begin with an exploration of our “multiple identities” as individuals, educators, change agents, caregivers, and citizens. We will be guided by the principle that if we cannot understand and manage our own thoughts, feelings, and actions at this critical juncture, we will certainly be less able to help our students do the same. Using our experiential knowledge and professional expertise as a foundation, we will scaffold our knowledge and understanding with theories and models from the behavioral sciences including psychology and neuroscience. They will help us create a clinical toolbox of approaches to support both the educator and the student during these challenging times. Finally, we will put our tools to work through problem based learning. How to identify and respond to the role which emotion (and emotional dysfunction) play in teaching and learning, reconciling the demands of equity and excellence in education, and the challenges of personal identity and diversity will all be addressed. Again with a focus on how all of this impacts on us as persons will also help us become more “clinically informed” and effective as educators.



Mark Glat, Ph.D., Psy.D.

Department of Psychology

Mark Glat is a Lecturer in the Department of Psychology. In addition to teaching Educational Psychology, he has also taught Models of Psychotherapy and Controversies in Clinical Psychology. Most recently he has taught a Freshman Seminar entitled “Pandemic Pedagogy: School and Society in a Time of Trauma and Disruption.”

Dr. Glat holds doctorate degrees in both political science and psychology. He is a licensed professional psychologist and a Certified School Psychologist in the State of New Jersey. He was the first Clinical Director of The Beadleston School; a hospital based educational program for special needs students in Elizabeth, NJ. He has also been a consultant to the Carrier Clinic in Belle Meade, NJ.

He has served as Member and Chair of the New Jersey Board of Psychological Examiners. Dr. Glat has published in both the fields of political science and psychology, and is the author of numerous scholarly reviews. He currently has a private practice in Princeton, NJ.

Global Warming: What's so Special about this Time?

January 5, 2024
9:00AM-3:00PM

Our planet is currently warming due to the human-driven rise in greenhouse gases, most importantly, the carbon dioxide we release when we burn fossil fuels. We will summarize this process and the consequences it is having and will have on Earth's ecosystems and on humans. We will then turn to a set of questions that often comes up in discussions of global warming: Hasn't the planet's climate varied in the past? If so, why is this time such a problem? We will see how scientists are reconstructing climate and climate changes in the past and how this information affects our view of ongoing global warming and its consequences. We will also use the understanding of climate processes that comes from studies of the past to clarify which human actions might be the most effective for reducing the impacts of global warming on humans and the natural world.



Daniel M. Sigman, Ph.D.
Department of Geosciences

Daniel Sigman, Ph.D., is the Dusenbury Professor of Geological and Geophysical Sciences in the Department of Geosciences at Princeton University. He joined Princeton University in 1998 after receiving his Ph.D. from the Massachusetts Institute of Technology/Woods Hole Oceanographic Institution's Joint Program in Oceanography. His research group develops techniques for making new measurements in the atmosphere, water, sediments, fossils, and rocks to identify the interactions of physical, chemical, and biological processes that have shaped, and been shaped by, Earth's climate over time.

Language and Autism

February 1, 2024

9:00AM-3:00PM

Language is full of hidden complexity. Most individual words and grammatical constructions can be used to convey a wide range of related meanings that are not easy to shoe-horn into a unified definition: leg can refer to a human leg, a table leg, or the leg of a journey; determine can be used to mean “decide” (determine the grading scale) or “discover” (determine the size of the fossil). This workshop will explore this complexity with a particular focus on implications for autistic individuals, who commonly experience language delays and ongoing communication challenges. Attendees will learn when and why the complexities inevitably arise in languages; review relevant experimental work involving autistic children and adults; and in the afternoon, we will open the discussion to potential studies or teaching tools, based on a combination of the issues raised and the expertise of the attendees themselves.



Adele Goldberg, Ph.D.

Department of Psychology

Adele Goldberg, Ph.D., has been a professor at Princeton University since 2004, initially in the linguistics program and currently in the Psychology Department. Her work on language learning focuses on the role of semantic, social, and statistical factors; her lab aims to explain our creative but constrained use of language in adults and children, L1 and L2, and neurotypical and atypical populations. She has published three books and over a hundred journal articles on topics related to word meaning, language change, metaphor processing and emotion, and the various functions of grammatical constructions. Professor Goldberg is a fellow of the Association of Psychological Science, the Linguistic Society of America, and the Humboldt Foundation.

Lessons from the Enslaved: Discussing Slavery and Freedom in the Classroom 11

April 12 & 19, 2024
9:00AM-3:00PM

This seminar will explore slavery and abolition as topics of historical knowledge. We will focus primarily on the lives of Africans and their descendants in Latin America, the receiving end of at least two thirds of the 12.5 million people forcefully uprooted from Africa between 1500 and 1870. The sessions will look at a broad range of Black experiences from a comparative perspective, including the United States. We will cover questions like: How does one find the voices of the enslaved in historical sources created to turn African peoples into commodities, such as bills of sale and runaway slave ads? Is there a relationship between slavery and anti-Black racism? How do we create a safe and engaging space for discussion and learning where race is a topic? Our focus will be on the ways through which the enslaved fought back against the brutality of slavery, including the creation of families, insurgency, resistance at work, running away, and the formation of maroon communities. Together, we will learn how to engage in close textual readings of primary sources and where to find them. Seminar participants are encouraged to share their classroom experiences and debate the legacies of slavery in the making of school curricula.



Isadora Moura Mota, Ph.D.
Department of History

Isadora Moura Mota is an Assistant Professor and Harold Willis Dodds Preceptor at the History Department at Princeton. She is a historian of slavery in Brazil and the Atlantic world whose research focuses on black activism, abolitionism, and literacy. At Princeton, she teaches courses on modern Brazilian history and the African diaspora to Latin America.

Justice in the Classroom: Teaching about Crime, Safety, Fairness, and Criminal Justice Reform in America

April 24, 2024
9:00AM-3:00PM

Students today are growing up in a world where criminal justice issues are all around them. They hear about Black Lives Matter protests calling for police accountability and many know the names of George Floyd or Breonna Taylor. Millions of students have an incarcerated parent, and many will even experience firsthand the criminal legal system. In 2020, there were an estimated 424,300 arrests involving persons younger than 18. Less than 1 in 10 (8%) of these arrests were for a violent crime.

Yet few schools teach about criminal justice matters, let alone the current debates on the issue. What is the context for policy debates on issues of policing, criminal justice reform and racial justice? What are the basic facts and how can you incorporate them into your lesson plans? And how can teachers use current discussions on this topic to teach more broadly about civic engagement and public service?

For the past 50 years, America has experienced what experts have called mass incarceration, a term used to describe the fact that the United States incarcerates more of its people, both per capita and by volume, than any other western nation, and that after incarceration people continue to face tens of thousands of legal restrictions on their ability to reintegrate into society, with disproportionate impact on people of color.

This seminar aims to introduce teachers to the issue of crime and punishment, provide basic historical context and current data and studies on the topic, and discuss efforts to reform the system.



Udi Ofer, J.D.

School of Public and International Affairs

Udi Ofer is the John L. Weinberg Visiting Professor and Lecturer in the School of Public and International Affairs at Princeton University. He is the founding Director of the Policy Advocacy Clinic at Princeton University and teaches courses on civil rights, policing, criminal justice reform and public policy. Prior to joining Princeton University, Ofer worked for 20 years as an attorney at the American Civil Liberties Union (ACLU), where he led the organization's criminal justice reform advocacy, including before the White House and Congress. Ofer has published widely in leading law journals and his commentary appears regularly in major news outlets.

Using Robotics as a Pathway to Interdisciplinary STEM Education

April 30, 2024
9:00AM-3:00PM

As someone whose excitement for engineering was piqued at an early age through countless hours spent with LEGO Mindstorms kits, I firmly believe that robotics is an ideal platform for getting students excited about STEM at an early stage. In this seminar, we will discuss how robotics might serve as a pathway for introducing students to elements of engineering design, physics, probability, statistics, and programming. We will also discuss how robotics can be used to explore topics of broader societal interest such as ethics (what should an autonomous car do if faced with two equally bad options?), the economy (how will automation affect jobs?), and the law (who is liable if an autonomous drone crashes on someone's property?). Join us for a visit to Mechanical and Aerospace Engineering Department teaching/research labs and learn about our teaching efforts at the undergraduate and graduate levels, where students learn through project-based assignments on drones.



Anirudha Majumdar, Ph.D.

Department of Mechanical and Aerospace Engineering

Anirudha Majumdar is an Assistant Professor in the Mechanical and Aerospace Engineering (MAE) department at Princeton University. He also holds a part-time visiting research scientist position at Google DeepMind in Princeton. Majumdar received a Ph.D. in Electrical Engineering and Computer Science from the Massachusetts Institute of Technology in 2016, and a B.S.E. in Mechanical Engineering and Mathematics from the University of Pennsylvania in 2011. Subsequently, he was a postdoctoral scholar at Stanford University from 2016 to 2017 at the Autonomous Systems Lab in the Aeronautics and Astronautics department. He is a recipient of the Sloan Fellowship, ONR Young Investigator Program (YIP) award, the NSF CAREER award, the Google Faculty Research Award (twice), the Amazon Research Award (twice), the Young Faculty Researcher Award from the Toyota Research Institute, the Paper of the Year Award from the International Journal of Robotics Research (IJRR), the Best Conference Paper Award at the International Conference on Robotics and Automation (ICRA), the Alfred Rheinsein Faculty Award (Princeton), and the Excellence in Teaching Award (Princeton SEAS).

Language Models: What They Are and How You Can Use Them

May 3, 2024
9:00AM-3:00PM

Recent advances have ushered in exciting developments in natural language processing (NLP), especially with the development of large language models (LLMs) like ChatGPT that can translate text, answer questions, and even hold spoken conversations with humans. This seminar will introduce LLMs, describe how they work at a high level and discuss what they can and cannot do at present. There will also be a practical component focusing on applications and tools that can be built with LLMs to assist in areas like education, healthcare, social studies, and other fields. Prior programming experience will be helpful for the hands-on component, although not strictly necessary.



Karthik Narasimhan, Ph.D.

Department of Computer Science

Karthik Narasimhan is an assistant professor in the Computer Science department at Princeton University. His research spans the areas of natural language processing and reinforcement learning, with the goal of building intelligent agents that learn to operate in the world through both their own experience and reading existing human knowledge. Karthik received his PhD from MIT in 2017, and spent a year as a visiting research scientist at OpenAI prior to joining Princeton in 2018. His research work has received multiple paper awards at top NLP conferences (EMNLP 2015, 2016) and he regularly teaches COS 484: Introduction to NLP at Princeton.

Middle Ages for (Secondary) Educators

May 10, 2024
9:00AM-3:00PM

We will discuss the challenges of introducing students to ancient and medieval history—to places they have never heard of and people with names they cannot pronounce—and speak about strategies for making pre-modern history relevant today. Our focus will especially be on late Roman and medieval history in the region stretching from Iceland to Iran. In addition to professors, participants will interact with graduate students and undergraduates who study premodern history at Princeton to discuss their experiences working on various ancient and medieval subjects. As part of the seminar, we will present a website that has recently been re-launched at Princeton, entitled The Middle Ages for Educators (<https://middleagesforeducators.princeton.edu/>) and would like to discuss with participants the kinds of online resources that would be most useful for teachers to increase the inclusion of pre-modern history in their curriculum and classrooms.



Helmut Reimitz, Ph.D.
Department of History



Jack Tannous, Ph.D.
Department of History



Laura Morreale, Ph.D.
Middle Ages for Educators

Helmut Reimitz is a Professor of History and teaches early medieval and medieval European history at Princeton.

Jack Tannous is an Associate Professor in the History Department and Chair of Princeton's Committee for the Study of Late Antiquity. He teaches late antique and medieval history at Princeton, with a special focus on the Middle East.

Laura Morreale is a cultural historian of the thirteenth- and fourteenth-century Italian peninsula whose interests in medieval French-language writing extend to the Latin East. She is the Co-PI on the award-winning DALME Project based at Harvard University, and along with Benjamin Albritton is the co-founder of the La Sfera and Image du Monde Transcription Challenges and the Transcription Challenge Framework. Laura is the project lead on the Digital Documentation Process, a standardized citation and documentation system for born-digital projects, and the Project Coordinator for Middle Ages for Educators, a Princeton University-based online resource for those wishing to teach and learn about the Middle Ages.

Theater Fusion: Blending Creativity and Education

May 7 & 14, 2024

9:00AM-3:00PM

Theater is an extraordinary educational tool that enhances and enriches students' learning across all subjects. Join us for an immersive two-day seminar where you'll delve into a diverse collection of engaging and educational games, expanding your creative toolbox. Discover the art of introducing story structure effectively while collectively crafting and performing an original short play. Throughout the seminar, we'll delve into strategies for tailoring activities to suit different age groups and abilities, ensuring that educators from all disciplines and skill levels are welcome. Brace yourself for an active and participatory experience - bring your enthusiasm and get ready to play!



Brooke Boertzel, M.A.

McCarter Theater Center

Brooke Boertzel's professional passion involves utilizing theater as an educational tool for exploring social, emotional, and academic content. Brooke holds an MFA in Acting from the Actors Studio Drama School at New School University and an MA in Educational Theatre from NYU. She's served on panels and as a guest lecturer at NYU, Hunter College, Baruch College, Teachers College at Columbia University, City College of New York, Brooklyn College, Rutgers, and Princeton University, covering such topics as arts integration, assessment, and evaluation, applied theatre, curricula design, and developing theatre and curricula with and for special populations, including English Language Learners and students with disabilities. Before working at McCarter, Brooke served for 11 years as the Director of Education at New York City Children's Theater, previously named Making Books Sing. Utilizing her expertise in arts integrative learning, she co-created Alice's Story and Fair and Square, two nationally recognized interactive anti-bullying applied theater programs featured on the cover of Time Magazine for Kids in 2012. Brooke served on the Board of Directors for the New York City Arts and Education Roundtable from 2013-2018, where she advocated for quality arts programming for NYC public schools while also acting as the Chair of their Membership Committee.

Teachers as Scholars is administered by the Program in Teacher Preparation (Teacher Prep). Teacher Prep is a uniquely designed interdepartmental course of study that prepares Princeton University students 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. Teacher Prep 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 time to help us to prepare our students. We truly value the community collaboration that allows us to prepare future teachers, and as a small token of appreciation, we invite any teacher who hosts one of our student teachers to attend a TAS seminar as our guest, no charge.

In addition to Teachers as Scholars, the Program in Teacher Preparation offers QUEST. QUEST is an intensive summer institute for local teachers in science and mathematics. QUEST 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

Kathleen M. Nolan, Coordinator of Urban Specialization; Assistant Director, ELA

Ashley Taylor Jaffee, Assistant Director, Social Studies

Jessica R. Monaghan, Assistant Director, STEM

Denise Massari, Assistant Director, World Languages

Mona Villa-Sgobbo, Program Manager

Adela Ramírez, Administrative Assistant

Marta Levitskiy, Office Coordinator



Time Travel 101

Welcome to Time Travel 101, the program that puts primary resources directly in the hands of teachers and students! Unfortunately, the traveling classroom resources for Time Travel 101 are currently unavailable. However, schools are able to find curriculum and printable digital images for all the Time Travel 101 lending collections at <https://cotsen.princeton.edu/timetravel101>. Be on the lookout for new and exciting collections to be added in Spring 2024!

Collections:

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.

District Members



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christopher.russo@wwprsd.org

Teacher As Scholars

Teacher Registration Application

Please provide the information below and submit this form to your TAS Contact no later than September 29, 2023. Once your Contact Representative approves your request, your Contact Representative will provide you with the link to complete the Online Registration Form. The Online Registration Form must be submitted by October 9, 2023.

Name: _____

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

Seminar 1: American Politics in the 1990s: Bill Clinton and the Third Way

____ Date: Nov. 1 & 13, 2023

Facilitator: Stanley N. Katz, Ph.D.

AAS: TBD

____ Date: TBD

Facilitator: Jennifer L. Jennings, Ph.D.

Seminar 2: Buddhist Literacy for Secular Mindfulness Practitioners

____ Date: Nov. 3 & 29, 2023

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____ Date: Jan. 5, 2024

Facilitator: Daniel M. Sigman, Ph.D.

Seminar 6: Language and Autism

____ Date: Feb. 1, 2024

Facilitator: Adele Goldberg, Ph.D.

Seminar 7: Lessons from the Enslaved: Discussing Slavery and Freedom in the Classroom

____ Date: Apr. 12 & 19, 2024

Facilitator: Isadora Moura Mota, Ph.D.

Seminar 8: Justice in the Classroom: Teaching about Crime, Safety, Fairness, and Criminal Justice Reform in America

____ Date: Apr. 24, 2024

Facilitator: Udi Ofer, J.D.

Seminar 9: Using Robotics as a Pathway to Interdisciplinary STEM Education

____ Date: Apr. 30, 2024

Facilitator: Anirudha Majumdar, Ph.D.

Seminar 10: Language Models: What They Are and How You Can Use Them

____ Date: May 3, 2024

Facilitator: Karthik Narasimhan, Ph.D.

Seminar 11: Middle Ages for (Secondary) Educators

____ Date: May. 10, 2024

Facilitator: Helmut Reimitz, Ph.D., Jack Tannous, Ph.D., & Laura Morreale, Ph.D.

Seminar 12: Theater Fusion: Blending Creativity and Education

____ Date: May 7 & 14, 2024

Facilitator: Brooke Boertzel, M.A.