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 Schools, Hillsborough Township Public Schools, Hopewell Valley Regional School, The Hun School of Princeton, Lawrence Township Public Schools, The Lawrenceville School, Newark Academy, The Peddie School, The Pennington School, Princeton Day School, Princeton Public Schools, Robbinsville Public Schools, Stuart Country Day School of the Sacred Heart, 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 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 or e-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 15.

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 21st 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.
• I was able to gain the perspective of other educators.
• It opened my eyes to many books and ideas I hadn’t considered.
# Table of Contents

## 1 Day Seminars

| Sem. 1 | November 14, 2019: **Interdisciplinary Science and Education at Research Centers**  
Daniel J. Steinberg, Ph.D., Princeton Center for Complex Materials | 3 |
| Sem. 2 | November 15, 2019: **Using Theatre Practices to Strengthen Reading and Writing in the Classroom**  
Lily Junker, McCarter Theater | 4 |
| Sem. 5 | January 23, 2020: **ADHD: Brain Function and Educational Interventions**  
Sabine Kastner, M.D., Ph.D., Princeton Neuroscience Institute | 7 |
| Sem. 6 | February 21, 2020: **Helping Teachers and Students Flourish: A Mindful Approach**  
Vineet Chander, J.D., Office of Religious Life, Rebecca Nyquist Baelen ’09, and Tabitha Belshee ‘20 | 8 |
| Sem. 7 | February 25, 2020: **Telling Time on Earth**  
Blair Schoene, Ph.D., Department of Geosciences | 9 |

## 2 Day Seminars

| Sem. 3 | December 2 & 9, 2019: **US Politics in the Time of Trump**  
Stanley N. Katz, Ph.D., Woodrow Wilson School of Public and International Affairs, Emeritus | 5 |
| Sem. 4 | January 8 & 22, 2020: **Paris and Nineteenth-Century French Painting**  
Caroline Harris, Ph.D., Art Museum | 6 |
| Sem. 8 | March 30 & April 3, 2020: **Bringing Second Language Acquisition Research into the Foreign Language/ESL Classroom: Corrective Feedback & L2 Vocabulary**  
James W. Rankin, Ph.D., Department of German and Princeton Center for Language Study | 10 |
| Sem. 9 | April 20 & May 4, 2020: **Modernist Portraiture: Literature and Film**  
Maria DiBattista, Ph.D., Department of English | 11 |
| Sem. 10 | May 20 & 27, 2020: **Selected Issues in Educational Psychology: Update for Teacher/Practitioners**  
Mark Glat, Ph.D., Department of Psychology | 12 |
| Sem. 11 | May 21 & 28, 2020: **3D Printing, CNC Milling, and Laser and Die Cutting Workshop**  
Michael G. Littman, Ph.D., Mechanical and Aerospace Engineering | 13 |

### Administrators as Scholars Seminar

November 13, 2019: **Wordplay**  
Joshua T. Katz, Ph.D., Department of Classics | 14 |

### Time Travel 101

| | 15 |
Interdisciplinary Science and Education at Research Centers

November 14, 2019
9am-3pm

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.

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 new initiatives of how research can improve science communication to the broader audience.

During the session, we will 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, material science and technology to benefit society. The Center 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 effectively. Scientists work to improve their communication skills and create impactful messages to the audience.

Daniel J. Steinberg, Ph.D.
Princeton Center for Complex 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.
Activate readers of all ages using simple theatre exercises to engage imaginations, spark creativity, and promote critical thinking. This seminar will focus on giving teachers specific tools with multiple applications that will help students create mental images, generate strong dialogue in their writing, expand upon their ideas, and collaborate with one another.
We will try to sort through the incredible political journey our country has taken over the past nine years. We will start with the Obama administration, after the rebuke of 2010 gave the Republicans control of the House and severely limited the President’s political options. The centerpiece of the last years of Obama was, of course, the passage of the Affordable Care Act, though it became necessary to make severe compromises in order to get the legislation passed. We will also look at Obama’s attempts to re-center American foreign policy after the turbulent and aggressive policies of Bush (43). We will ask why it was so hard for Obama to define an alternative course of foreign policy. And then we will turn to the election of 2016, which seems in retrospect a combination of a failed Clinton campaign and the astonishing phenomenon of a highly successful Trump campaign. One question we will have to ask is where the election of 2016 left the American conservative tradition? How do Trump’s domestic policies relate to traditional (that is, Reaganite) policies? How does Trump’s base reflect new tendencies in right wing politics? What is the new role of nationalism in the context of American foreign policy, and, especially, American trade policy? How can we understand the shifts in understanding of America’s role in the world from Bush (43) to Obama to Trump? How can we assess the major domestic legislation of the early Trump years – the Tax Act of 2017? And what is the political significance of the economic boom, especially if it should persist until the election of 2020? Where is the Republican Party headed? And where is the Democratic Party headed?

Stanley N. Katz, Ph.D.
Woodrow Wilson School of Public and International Affairs

Stanley N. Katz, Ph.D., has taught 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.
Paris in the nineteenth-century was a place of rapid political and social change wrought by factors such as revolution, regime change, and war, as well as industrialization and the development of the railroad. At the same time, the city itself expanded its borders and was the subject of various urban planning projects. This course will examine the ways these tumultuous times were reflected in the visual arts. Special attention will be paid to artists represented in the Princeton University Art Museum’s collection including Daumier, Millet, Degas, Monet, Cassatt, and Toulouse-Lautrec. Participants will have an opportunity at the end of each class to visit the Museum galleries or study rooms.

Caroline Harris, Ph.D.
Art Museum

Caroline 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 nineteenth-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.
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/.

Sabine Kastner, M.D., Ph.D.
Princeton Neuroscience Institute

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 National Institute of Mental Health 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.
Throughout the past decade, “mindfulness” has become something of a buzzword. It has permeated into nearly every aspect of mainstream culture, and the concept of mindfulness in the classroom has become an especially popular topic among educators. And yet most people remain unaware of the larger context from which mindfulness arises. In the first part of the morning session of this seminar, Vineet Chander will introduce and define that larger context, allowing us to establish a shared vocabulary, unpack buzzwords, and demystify concepts. We will explore how that larger context may serve as a pedagogical framework to give us more holistic notions of the self and the other, and to better understand the process of education.

Next, Rebecca Baelen will present research on mindfulness, as it relates to psychological, emotional, and physical well-being. She will also provide a review of the research on mindfulness-based programming in schools, highlighting some of the challenges associated with implementing these programs. She will then offer a few suggestions related to implementation based on a study conducted in Baltimore City Middle Schools.

We will close out the morning session with an exploration of the student perspective on this topic. Tabitha Belshee will share her experience exploring mindfulness-based and yogic practices in a university setting. Tabitha will also discuss her involvement in helping to develop a mindfulness training as part of the university’s larger Residential College Advisor orientation training. She will share learnings from designing and implementing this training, as well as offer recommendations for how to best support student-led initiatives designed to promote flourishing.

In the afternoon session, we will guide teachers through a mindful breathing practice—a practice taken from the program carried out in Baltimore City Middle Schools. Teachers will then break out into groups and practice guiding each other in mindfulness practices using other practices from this program.

Finally, teachers will be led through a short design-thinking exercise. Working in small groups, teachers will brainstorm and develop approaches to promote well-being and flourishing in their schools—approaches that might involve the incorporation of mindfulness-based programming and practices. We will end by having teachers share their ideas and the approaches generated during the design-thinking experience.

Vineet Chander, J.D.
Office of Religious Life
Hindu Life Coordinator and Hindu Chaplain

Rebecca Nyquist Baelen ’09
Education Policy, University of Pennsylvania
Doctoral Candidate

Tabitha Belshee ’20
Princeton University
Undergraduate
What do we know about climate change since the beginning of time? How do we know the timing and sequences of major biological, chemical, and physical events in Earth history? Dr. Schoene will share his expertise in measuring geologic time, and what his current research indicates regarding the Earth’s evolving interior, landscape, and climate. Teachers will tour his research labs to experience how scientists understand processes including the origins of Earth and the Solar System, rates and causes of mass extinctions, and catastrophic events such as earthquake and volcanic eruptions. Join us as we consider case studies that integrate real data and scientific problem solving.

Blair Schoene, Ph.D.
Department of Geosciences

Blair Schoene is an Associate Professor in the Department of Geosciences whose research spans environmental science and the interconnected nature of Earth Systems. His research applies isotope tracing, field geology, structural analysis, and geochemistry to understand the processes within the outer layer of the Earth. He earned his Ph.D. from Massachusetts Institute of Technology in September 2006.
Bringing Second Language Acquisition Research into the Foreign Language/ESL Classroom: Corrective Feedback & L2 Vocabulary

March 30 & April 3, 2020
9am-3pm

Teachers are faced with a barrage of questions as they approach the classroom: How much should I lecture – and how much should I let students direct the discussion? What kind of visual or aural media should I use? What sorts of feedback are effective? And how should I evaluate my students’ progress – with essays, multiple choice tests, oral reports, or portfolios?

Foreign language teachers work in a discipline in which these and many other questions have been the subject of extensive research during the past 40 years. Yet, the great majority of language teachers have little access to the results of these studies and therefore do not integrate them into their teaching. What is more, most commercial textbooks are written by people who, though well-intentioned, are equally unfamiliar with the research. This means that the materials presented to students and the prevailing methodologies seen in foreign language classrooms are often at odds with what the research has shown to be effective approaches to L2 teaching and learning.

This seminar aims to address this mismatch by focusing on two strands of SLA research – corrective feedback and L2 vocabulary acquisition – in order to trace the development of these topics in the literature of applied linguistics, consider how one might implement the findings in real classrooms, and then work collaboratively to create materials and lesson plans that will do so.

In preparation for the seminars, participants will be asked to read a seminal research article on each topic and be ready to discuss the findings. The seminar leader will provide background and context for this and additional articles, work with participants to discuss and compare the findings with their own teaching/learning experience, and lead a hands-on workshop in which materials will be developed for future classroom use.

James W. Rankin, Ph.D.
Department of German and Princeton Center for Language Study

Jamie Rankin is coordinator of language teaching and pedagogy and has been a senior lecturer in the department since 1991. After completing a Ph.D. in German literature at Harvard University, he went on to specialize in second language acquisition and pedagogy in the Department of Second Language Studies at the University of Hawaii. His current research focuses on the dynamics of foreign language classrooms, with particular emphasis on classroom interaction and the role it plays in teaching and teacher training. Much of his research takes the form of collaborative classroom research with graduate student assistants instructors in the department, and several of these studies have been published—including two awarded the Unterrichtpraxis’ prize for Best Articles of the Year in 1999.
These two seminars will focus on literary and cinematic portraits that identify or distinguish themselves as recognizably, (sometimes defiantly) “modern.” We will be particularly concerned with analyzing how a radical shift in the way a novel or a film “frames” and depicts its central subject depended on corresponding stylistic revolutions in painting and photography.

Our first seminar will focus on ambivalent portraits of imposing male figures, our second on the attempt to “capture” an elusive and increasingly spectral female subject. Participants will be asked to read the assigned literary work and screen the film version before each session.

**Day 1:**
- F. Scott Fitzgerald, *The Great Gatsby*
- Orson Welles, *Citizen Kane*
- Richard Brilliant, “Introduction,” *Portraiture*

**Day 2:**
- Willa Cather, *A Lost Lady*
- Alfred Hitchcock, *Vertigo*

---

**Maria DiBattista, Ph.D.**
Department of English

*Maria DiBattista is a Professor of English and Comparative Literature at Princeton University. In 1994 she received the President’s Distinguished Teaching Award and in 1999 the Howard T. Behrman Award for Distinguished Achievement in the Humanities. Her research interests include modern literature and film. Her recent works include Fast Talking Dames, a study of woman and classic film comedy, Imagining Virginia Woolf: An Experiment in Critical Biography. Her latest work, co-authored with Deborah Nord, is At Home in the World: Women Writers and Public Life from Jane Austen to the Present.*
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 the psychological sciences from the standpoint of their relevance to actual teacher practices in the classroom. Included here are new perspectives on learning, human development, and cognitive science. We will also look at examples of applied social psychology in the classroom, and the emergence of educational neuroscience. In particular, we will examine the significance of these advances for our understanding of learning, the effectiveness of pedagogical practices, and the significance of emotional engagement and motivation in real time classrooms. Finally, we will consider how our studies and discussions can be put to use in developing practical approaches to maximizing equity, excellence, and education in 21st century America.

Mark Glat, Ph.D.
Department of Psychology

Mark Glat is a Lecturer in the Department of Psychology. In addition to teaching Educational Psychology for the Program in Teacher Preparation, he has also taught Models of Psychotherapy and Controversies in Clinical 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 educational program for emotionally disturbed adolescents in Elizabeth New Jersey under the auspices of The Union County Educational Services Commission.
Tools for digital manufacturing (3D printers, CNC mills, and laser and die cutters) have advanced to the point where they can be integrated into the curriculum in K-12 schools. This two-day hands-on workshop will be focused on developing skills in CAD design using the Autodesk Fusion 360 CAD/CAM program. Fusion 360 is free to educators and it supports many different types of devices including 3D printers, CNC mills, and 2D printers (laser and die cutters). Professor Littman will also discuss 1D printing – that is, automated wire bending. Participants will have the opportunity to learn how to draw simple objects and manufacture them using digital manufacturing machines including 3D printers, CNC mills, and laser and die cutters. Besides basic instruction in CAD (computer-aided-design) and CAM (computer-aided-manufacturing), there will be time set aside for discussion about how to best integrate these new tools and their products into the K-12 environment. So participants will be asked to bring their own stories of how to apply modern technology for educating and stimulating the next generation of youth. No prior experience is required. This workshop is for the novice, but experts are also welcome to attend. Professor Littman will review 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.

Michael G. Littman, Ph.D.
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 in Physics 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 the development of high contrast optical coronagraphs in the search for life in the universe. He also is helping to integrate digital manufacturing tools to the K-12 environment under the NSF STEM+C Program.
Already young children delight in playing with words, and taking pleasure in the ludic side of language is part of many adults’ everyday experiences. This interactive seminar is for you if your morning is not complete without the daily crossword, if you are known for your terrible puns, or if you’ve admired the perverse (?) virtuosity of Georges Perec’s 1969 French novel La Disparition (“The Disappearance”), which — like also Gilbert Adair’s English translation, A Void — lacks the letter e. All forms of linguistic expression involve constraints (this description must be under 200 words, for example, and a Shakespearean sonnet must have 14 decasyllabic verses), but some of these are more difficult to manage, more remarkable, and just plain stranger than others. In our morning together, we will consider in a hands-on way, by means of mental exercises, how people — poets, spelling bee contestants, Scrabble mavens, you — manipulate the letters, sounds, and words of English (and, if time permits, of other languages as well) for purposes that range from the very silly to the very serious. Join in the fun and decide for yourself whether wordplay is a wry plod.

This seminar is recommended for administrators, supervisors, principals, and superintendents.

Joshua T. Katz, Ph.D.
Department of Classics

Joshua T. Katz is a linguist by training, a classicist by profession, and a comparative philologist at heart. He received a B.A. from Yale, an M.Phil. from Oxford, and a Ph.D. from Harvard. At Princeton, where he has taught since 1998, he is a Cotsen Professor in the Humanities, Professor of Classics, and the former Director of the Program in Linguistics. Broadly interested and published in the languages, literatures, and cultures of the ancient, medieval, and to some extent also modern world, he has received many honors for his scholarship but is especially proud of the awards he has won for his teaching, which include the President’s Distinguished Teaching Award (2003) and Phi Beta Kappa Teaching Award (2008) at Princeton and a listing in The Best 300 Professors (Random House, 2012).
Welcome to the program that puts primary resources directly in the hands of your teachers and students! As Teachers as Scholars participants, you are invited to borrow the following artifact cases:

**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.

*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.*

---

To make a reservation, follow the step by step instructions at: https://timetravel101.setmore.com/aboutus

Questions? timetravel101@princeton.edu
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, World Languages and Social Studies
- Mona Villa-Sgobbo, Program Manager
- Adela Ramirez, Administrative Assistant
- Marta Levitskiy, Office Coordinator
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 11, 2019**.

If you have any questions about Teachers as Scholars, please contact Anna Jacobson, Ph.D, Assistant Director, World Languages and Social Studies, at 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:

**Mr. James Lymper**
Dir. of Curriculum & Instruction
Bordentown Regional Schools
318 Ward Avenue
Bordentown, NJ 08505-1768
P: (609) 298-0025 ext. 1119
jlymper@bordentown.k12.nj.us

**Dr. Lisa Antunes**
Assistant Superintendent
Hillsborough Twp. Public Schools
379 South Branch Road
Hillsborough, NJ 08844
P: (908) 431-6600
lantunes@htps.us

**Dr. Rosetta Treece**
Dir. of Curriculum & Instruction
Hopewell Valley Regional School
425 South Main Street
Pennington, NJ 08534
P: (609) 737-4000
RosettaTreece@hvrsd.org

**Mr. Daniel Walker**
Dean of Faculty
The Hun School of Princeton
176 Edgerstoune Road
Princeton, NJ 08540
P: (609) 921-7600 ext. 2257
danielwalker@hunschool.org

**Dr. Andrew Zuckerman**
Assistant Superintendent
Lawrence Township Public Schools
2565 Princeton Pike
Lawrenceville, NJ 08648
P: (609) 671-5407
azuckerman@ltps.org

**Dr. Christopher Cunningham**
Dean of Faculty
The Lawrenceville School
2500 Main Street, Rt. 206
Lawrenceville, NJ 08648
P: (609) 895-2061
cunningham@lawrenceville.org

**Ms. Annette Brennan**
Assistant to the Head of School
Newark Academy
91 South Orange Avenue
Livingston, NJ 07039
P: (973) 992-7000 ext. 302
abrennan@newarka.edu

**Ms. Catherine Rodrigue**
Associate Head of School
The Peddie School
201 South Main Street
Hightstown, NJ 08520
P: (609) 496-7555
crodrigue@peddie.org

**Deborah Fermo**
Dean of Faculty
The Pennington School
112 West Delaware Avenue
Pennington, NJ 08534
P: (609) 737-6110
defermo@pennington.org

**Dr. Lisa Surace**
Associate Head of School
Princeton Day School
P.O. Box 75
The Great Road
Princeton, NJ 08542
P: (609) 924-6700 Ext. 1102
lsurace@pds.org

**Ms. Annie Gonzalez Kosek**
Assistant Superintendent of
Curriculum & Instruction
Princeton Public Schools
25 Valley Road
Princeton, NJ 08540
P: (609) 806-4203 ext. 2040
anniekosek@princetonk12.org

**Dr. Kimberly Tew**
Assistant Superintendent of
Curriculum & Instruction
Robbinsville Public Schools
155 Robbinsville-Edinburg Rd.
Robbinsville, NJ 08691
P: (609) 632-0910 ext. 2211
tew@robbinsville.k12.nj.us

**Mr. Robert Missonis**
Stuart Country Day School of
the Sacred Heart
1200 Stuart Road
Princeton, NJ 08540
P: (609) 921-2330
rmissonis@stuartschool.org

**Dr. Pamela Nathan**
Assistant Superintendent of
Curriculum & Instruction
West Windsor-Plainsboro
Regional Schools
505 Village Road West
Princeton Junction, NJ 08550
P: (609) 716-5000 ext. 5025
Pamela.Nathan@ww-p.org
Member School TAS Application

Please provide the information below and submit this form to your TAS Contact no later than October 4, 2019:

Name: 

School: 

Grade Level: Content Area: 

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

<table>
<thead>
<tr>
<th>Seminar Number</th>
<th>Seminar Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice 1:</td>
<td></td>
</tr>
<tr>
<td>Choice 2:</td>
<td></td>
</tr>
<tr>
<td>Choice 3:</td>
<td></td>
</tr>
</tbody>
</table>

Duplicate this form as necessary!
You are invited to represent your district at the Administrators as Scholars seminar on: November 13, 2019.

Joshua T. Katz, Ph.D., Department of Classics will present a seminar entitled, “Worldplay”. The seminar will be held at Prospect House, Washington St., Princeton, NJ 08540, from 9:00am until 11:30am. A light breakfast will be served. You may park in Visitor Parking Lot 21 on campus. Alternatively, you are welcome to park on the street. Meter parking is available on William Street, Nassau Street, Prospect Street, Olden Street and Charlton Street.

To register, please visit https://teacherprep.princeton.edu/TASapplication or complete this form and e-mail it to Anna Jacobson, Ph.D, Assistant Director, World Languages and Social Studies, at atj@princeton.edu, or fax it to the Program in Teacher Preparation at 609-258-4527 by October 11, 2019. 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!