“I am always recharged and prepared to return to my students with excitement about the topics.”
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 Schools, Hillsborough Township Public Schools, Hopewell Valley Regional School District, 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 School District.

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 Anne Catena, Ed.D., at acatena@princeton.edu or call our office at 609-258-3336.

Due to the ongoing COVID-19 pandemic, TAS seminars will follow all University and New Jersey guidelines in regard to health and safety. 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. Seminars usually meet at Princeton University from 9a.m. until 3p.m. However, this format may be subject to change.

Time Travel 101 has made access to curriculum and printable images available online. Unfortunately, lending of Time Travel 101 kits has been suspended until further notice. Time Travel 101 was created by Princeton University’s Cotsen Children’s Library. This program introduces teachers and students to primary sources for use in their own classrooms. For more information and updates, please see page 7 or visit our website at https://teacherprep.princeton.edu/TimeTravel101.

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 22nd 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.
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### Administrators as Scholars Seminar

- **January 22, 2021:** K-12 Education and National Politics
  - Stanley N. Katz, Ph.D., Lecturer with rank of Professor of Public and International Affairs

### Time Travel 101

- Time Travel 101 Artificate Collection Information
Bringing Second Language Acquisition Research into the Foreign Language/ESL Classroom: L2 Vocabulary

March 9, 2021
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 – 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 seminar, participants will be asked to read seminal research 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, Ph.D., is a 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 teaching assistants 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.
Modernist Portraiture: Literature and Film

April 12 & 19, 2021
9am-3pm

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, Ph.D., 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 publications 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.
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.

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.
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 engage in hands-on experiences developed through project-based student assignments on quadrotors (drones).

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**Anirudha Majumdar, Ph.D.**  
Mechanical and Aerospace Engineering

Anirudha Majumdar’s, Ph.D., research focuses on the control of highly agile robotic systems such as unmanned aerial vehicles with formal guarantees on their safety and performance. 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. His research has been recognized with the Best Conference Paper Award at the International Conference on Robotics and Automation (ICRA) 2013, and the Siebel Foundation Scholarship.
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.
The future of federal K-12 policy is very hard to predict. Current federal policies in the U.S. are the product of a nonpartisan response to the education reform movement of the 1970s and 1980s, and especially of the initiative begun by Presidents George H. W. Bush and Bill Clinton. The new federal policy emphasized high stakes testing, school choice, national education standards and charter schools. These policies continued in place during the presidencies of George W. Bush and Barrack Obama, and they have mostly continued in the Trump administration. But there is reason to think that there may be significant changes after the 2020 election, and in response to the current pandemic crisis. Whither federal education policy?

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

Stanley N. Katz, Ph.D.
Lecturer with rank of Professor of Public and International Affairs

Stanley N. Katz, Ph.D., has taught courses on democracy, civil society, and nonprofit organizations at the School of Public and International Affairs. He writes about the United States and human rights and higher education policy. Katz works on projects in Cuba and elsewhere. He is the President Emeritus of the American Council of Learned Societies and Director of the Center for Arts and Cultural Policy Studies. He was awarded the National Humanities Medal by President Barack Obama and named the recipient of the 2020 Marvin Bressler.
Welcome to Time Travel 101, the program that puts primary resources directly in the hands of your teachers and students! Unfortunately, due to the ongoing pandemic of COVID-19, the traveling classroom resources for Time Travel 101 are currently unavailable. However, schools are able to find curriculums and printable digital images for all the Time Travel 101 lending collections at https://cotsen.princeton.edu/timetravel101. More information on the collection can be found below:

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.

For more information on the Time Travel 101 Collection lending service, visit teacherprep.princeton.edu/TimeTravel101

For questions, e-mail 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:

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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
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Program of Teacher Preparation
41 William Street
Princeton, NJ 08540
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Step 1: Teacher Application with the School District:
Please fill out the application on the next page 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 November 16, 2020.

If you have any questions about Teachers as Scholars, please contact Anne Catena, Ed.D., Director of Professional Development Initiatives at acatena@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.

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Member School TAS Application

Please provide the information below and submit this form to your TAS Contact no later than **October 26, 2020**:

Name: ____________________________________________________________

School: __________________________________________________________

Grade Level: __________________________ Content Area: ________________

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

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<td>Choice 3:</td>
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Duplicate this form as necessary!
You are invited to represent your district at the Administrators as Scholars seminar on: January 22, 2021 (with a “snow day” of February 5, 2021).

Stanley N. Katz, Ph.D., Lecturer with rank of Professor of Public and International Affairs, will present a seminar entitled, K-12 Education and National Politics. The seminar will be held from 9:00am until 12pm with an optional lunch, location to be determined. 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 Anne Catena, Ed.D, Director of Professional Development Initiatives at acatena@princeton.edu, or fax it to the Program in Teacher Preparation at 609-258-4527 by November 2, 2020. 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!