Dear Colleagues:

On behalf of The College of New Jersey and the Professional Development School Network (PDSN), it is my pleasure to announce the 2017-18 Teachers as Scholars (TAS) program. The program was created nine years ago through the collaborative effort of TCNJ’s Professional Development School Network (consisting of 19 partner school districts), The College of New Jersey, and the Woodrow Wilson Foundation for the purpose of providing a selection of content-related seminars geared toward subjects of particular interest to PK–12 educators.

The goals of the PDSN seminars are:

1. to foster and promote teachers as academic and intellectual leaders by giving them time to reflect and discuss new ideas and recent scholarship with colleagues;
2. to give (over time) equal opportunity to all teachers in a district to examine and learn cutting-edge scholarship as part of their workday;
3. to encourage professional relationships between arts and science faculty and classroom teachers, while improving articulation between PK–12 schools and higher education.

TAS seminars are two-day professional development events led by the outstanding faculty members of The College of New Jersey. Teacher-scholars who are selected for participation by their school districts can choose from an array of seminars (described in this brochure); those who successfully participate and complete TAS seminars are awarded ten professional development hours. Each seminar is presented on the scenic campus of The College of New Jersey and runs from 8:30 a.m. to 3:00 p.m.

The registration protocols are as follows:

- Each PDSN member school district is guaranteed a minimum of one registration (one seat) for each seminar.
- At least 10 registrants are needed in order to offer a seminar.
- The maximum number of registrants for each seminar is 20.
- If a PDSN school district opts not to utilize their registration, other PDSN districts can request additional seats in the seminars on a first come, first served basis.
- If seats are available once all PDSN districts have completed registration, non-PDSN member school districts may register to attend seminars. Non-PDSN districts will be charged a fee on a per-person basis.
- All seminar offerings and non-PDSN member registration fees are listed in this brochure.

Our programs bring together school teachers with college faculty in a climate that enriches and expands teaching and learning opportunities of both groups, while challenging and stimulating the intellectual interests and curiosity of all participants. These programs are open to all PK–12 teachers regardless of certification or teaching assignment. If you would like to suggest areas of study for future seminars, please email us at STEP@TCNJ.edu, attention: Teachers as Scholars.

Registration information can be found at the end of this guide. The dates of the two-day seminars are noted. If you are interested in becoming a Teachers as Scholars participant, contact your district liaison listed in this brochure.

We look forward to you joining us during the 2017–18 academic year!

Sincerely yours,

Lynn M. Booth, EdD
Director
# Table of Contents

**Seminars for Academic Year 2017–18**

- **Teaching Science Through Issues**
- **Creating Agents of Change (While Preparing for Standardized Tests)**
- **The Infinite in Mathematics**
- **Contemporary Literature: Flash Fiction, Twitter Narratives and Other Short Short Stories**
- **Women’s Writing at the Intersection of Race and Gender**
- **Cyberfeminisms 101**
- **Financial Crisis, Great Recession and Slow Recovery 2008–2016: Causes, Effects, and Remedies**
- **Understanding the Trends and Facing the Future in the Inevitable Globalization Era**
- **Design Thinking for Social Good**
- **Makerspaces**
- **Your City Makes Music!**
- **Psychology of Race, Differences and Privilege**
- **Engaging Students in Positive and Meaningful Learning with Fun Activities**
SEMINAR 1

TEACHING SCIENCE THROUGH ISSUES

October 12 and 19, 2017

Science plays a critical role in society, providing us with the knowledge we need to understand the universe and to better our lives. All persons, not just practicing scientists, need a great science education, and this education must provide students with the ability to use science in their everyday lives. This seminar will help teachers structure science courses around current issues of importance to students and society to simultaneously increase student interest and meet science curricular standards. Participants will apply the issues approach to their own courses and leave the seminar with a module that they can take back to their classrooms.

SEMINAR LEADER: CHRISTOPHER MURPHY, PhD

Murphy is the Associate Provost for Curriculum and Liberal Learning and a professor of Biology at The College of New Jersey. He taught his first class of non-majors biology nearly 20 years ago as a post-doctoral associate, and since then, over 95% of his teaching has been with this population. For much of this time, he has used an issues-based approach to help non-majors become interested in science and develop as educated citizens capable of using reliable scientific information to make reasoned decisions. He conducts research in both biology and college education.

SEMINAR 2

CREATING AGENTS OF CHANGE (WHILE PREPARING FOR STANDARDIZED TESTS)

October 13 and 20, 2017

Never doubt that a small group of thoughtful committed citizens can change the world. Indeed, it is the only thing that ever has.

Margaret Mead, Anthropologist

K–12 students are learning more than academic skills when they step into our classrooms. They are learning how to be active citizens. When students participate in service learning, they understand how the skills and content in our curriculum help them become agents of change regarding issues that matter to them. Service learning is a research-based approach to developing learning experiences that are engaging, meaningful, and academically challenging.

In this workshop, you will learn about the five stages of service learning and the national service learning standards. You will consider the service themes that are likely to resonate most with your students and learn about models of service learning related to those themes. Based on what you learn, you will begin designing a service learning experience for your students.

To ground the action that you want to take with your students, you will spend some time reviewing common means of literacy assessment within today’s standardized tests. Through lively conversation and engagement with innovative strategies, discover how service learning supports the development of core literacy skills and lifelong learning as well as successful test results.

There are opportunities for “subversive test prep” within each of the five stages of service learning. Come learn more about them at this workshop!

SEMINAR LEADER: MAUREEN CONNOLLY, EdD

Connolly is the co-author of Achieving Next Generation Literacy: Using the Tests (You Think) You Hate to Help the Students You Love, the Corwin best-seller, Getting to the Core of English Language Arts, Grades 6-12: How to Meet the Common Core State Standards with Lessons from the Classroom, and Getting to the Core of Literacy for History/Social Studies, Science and Technical Subjects, Grades 6-12. Connolly currently teaches undergraduate and graduate courses in secondary education for the School of Education at The College of New Jersey and is a consultant for CBK Associates. Before that, she was an English teacher at Mineola High School on Long Island, NY for fifteen years. Connolly has overseen service learning grants for the New York Metropolitan Area and collaborated on several publications related to service learning. In these roles, she has developed many standards-based initiatives that link community outreach, character education, and literacy.
This seminar will explore the fascinating history of the infinite in mathematics. In Hilbert’s view, no problem troubled the human mind as deeply as that of the nature of the infinite. The concept of the infinite plagued mathematics with paradoxes but at the same time no other idea has influenced human reason in such stimulating and fruitful ways as the idea of the infinite. In this seminar we will investigate how mathematics forces upon us more and more objects that are full of infinities from the discovery of irrational numbers in antiquity to the acceptance of infinite cardinal numbers. Infinite objects are full of power but also filled with mystery. We will investigate how the infinite was questioned, rejected and ultimately accepted from Zeno’s paradoxes to creating monstrous curves that fill a square or continuous functions that have no derivatives. The infinite has also proved to be our greatest teacher: each paradox challenged us to create new realities and ultimately lead us to create higher standards for rigor and scrutiny in mathematics than in any other science. The seminar will also present problems at the high school level that will highlight some of the fascinating and puzzling properties of the infinite.

SEMINAR LEADER: JUDIT KARDOS, PhD
Kardos is an assistant professor of Mathematics. She received her BA in Mathematics and MS in Philosophy from Eötvös University in Budapest, followed by a PhD in Mathematics. Her research interests as a teacher are related to the teaching and learning of Real Analysis. Most recently she presented talks on Understanding the Infinite and Constructing Continuous Functions. She has also published papers in Measure Theory.
Some of our most important contemporary writers are practitioners of very short stories, referred to variously as sudden fiction, flash fiction, or short shorts. Margaret Atwood, Matt Bell, Robert Coover, Teju Cole, Lydia Davis, and Jennifer Egan are among the many authors whose short fictions have claimed attention in the current literary landscape.

These stories are often just a few pages long, and often much shorter. Their extreme brevity may call for a redefinition of the short story, but these are not mere fragments. While perhaps this genre responds to the short attention spans and busy lifestyles of our current Internet culture, short fiction is not a new phenomenon. Mark Twain (might have) said that if he had had more time, he would have written a shorter story. Ernest Hemingway (might have) produced the six-word narrative that illustrates the impact sudden fiction can have: “For sale: baby shoes, never worn.” In previous centuries, folk tales and fairy tales were also characterized by their concise, swift narrative structures.

In this seminar, we will read a wide selection of short fiction by contemporary authors and consider its influence and place in the broader literary landscape. Most of the works are by American authors, but we will also read international short fiction. In China, these short stories are referred to as “smoke-long,” because you can read one in the time it takes to smoke a cigarette. Minus the cigarettes, we will explore the narrative intentions and the philosophical assumptions of contemporary flash fiction.

**SEMINAR LEADER: JO CARNEY, PhD**

Carney’s most recent books are *A Biographical Encyclopedia of Early Modern Englishwomen* and *Fairy Tale Queens: Representations of Early Modern Queenship*. She has also published articles on Renaissance and contemporary fairy tales, Shakespeare, and early modern queenship. Professor Carney teaches courses in Shakespeare, Early Modern British literature, the literary fairy tale, and contemporary literature. She is currently writing about contemporary adaptations and appropriations of Shakespeare’s works.
SEMINAR 5

WOMEN’S WRITING AT THE INTERSECTION OF RACE AND GENDER

October 26 and 30, 2017

This seminar will examine women’s writing to explore the ways gender and race intersect in women’s literature. The seminar focuses on analyzing cross-textual meanings and interpretations offered when considering texts from “different” traditions. In this case, we will read Zora Neale Hurston’s *Their Eyes Were Watching God* (1939) (for the first session) alongside Kate Chopin’s *The Awakening* (1899) (for the second session). These novels occupy different periods in literary history and different traditions, so that you would find the former in the *Norton Anthology of African American Literature* and the latter in *An Anthology of American Women Writers*. However, they could both be considered proto-feminist novels, focusing on women’s search for selfhood, a revolt against conformity and a critique of the social norms governing “women’s” sphere. While cross-racial considerations of gender allow feminist ideologies to transcend difference and mime meaning, the seminar pairs these novels from different races and periods to also explore, complicate and re-define the idea of the way gender and race intersect in the present political moment. To that end the seminar will also include video, essays and other material from the second decade of the 21st century.

SEMINAR 6

CYBERFEMINISMS 101

November 21 and 29, 2017

This course will introduce you to the history and field of cyberfeminisms. Cyberfeminism was coined in the 1980s to describe the work of various feminists interested in theorizing, critiquing, and exploiting the Internet, cyberspace, and new-media technologies in general. Cyberfeminists are also concerned with the relationship between existing systems of discrimination and computing technologies, including race and racialization, as well as exploring the relationship of new technologies to gender and sexuality. We will consider the significance of this work to teaching, and in our lives and the lives of our students.

Each day of the two day-long sessions will consist of two parts. The mornings will be dedicated to discussion of readings, short films, and approaches to addressing inequality, harassment, and cyber-bullying, stalking, and surveillance. Afternoons will be spent producing social justice focused DIY feminist cyber-safety/security tool-kits for teachers and students.

SEMINAR LEADER: MARLA JAKSCH, PhD

Jaksch is an associate professor in the Women’s, Gender, and Sexuality Studies Department, with affiliate appointments in the African American Studies Department and the International Studies Program at The College of New Jersey. She earned her dual-title PhD from Pennsylvania State University in WGSS. Her research interests include neocolonialism, development, expressive and digital cultures; gender, science and technology studies in sub-Saharan Africa; and transnational feminisms and digital media. She is an active member of FemTechNet (FTN). FTN is an activated network of hundreds of scholars, students, and artists who work on, with, and at the borders of technology, science, and feminism in a variety of fields including Science and Technology Studies (STS), Media and Visual Studies, Art, Women’s, Queer, and Ethnic Studies. Launched in 2012, the network has developed and experimented with collaborative processes to address the educational needs of students interested in feminist science-technology studies.

SEMINAR LEADER: PIPER KENDRIX WILLIAMS, PhD

SEMINAR 7

FINANCIAL CRISIS, GREAT RECESSION AND SLOW RECOVERY 2008-2016: CAUSES, EFFECTS AND REMEDIES

December 6 and 13, 2017

The unprecedented economic crisis that hit the US in Fall 2008 spread quickly to the rest of the world causing recession in most of the global economy. While some compare its severity to the Great Depression, the recession of 2008 has different causes and characteristics than other periods of economic downturn: high risk opaque financial instruments and practices led to a financial sector meltdown that quickly spread into other economic sectors with unprecedented speed. A related lack of credit, which threatens future economic growth and production, is generating lower consumer spending and rising unemployment. As a result, the stock market has declined more than 40 percent in less than 2 months. These are just some of the most visible results of the recession.

This seminar has two parts: in the first part, we build a better understanding of the major forces involved in the current recession. In doing so, we will examine the major domestic and international factors affecting the US economy, with particular emphasis on mortgage backed securities and housing markets, the financial sector’s role in supporting growth in the real economy, and the major engines of US growth, inflation and unemployment. Our objective here is to enhance understanding of those factors and their complex independencies.

In part two of the seminar, we will focus on the government’s response to the crisis to foster a better understanding of how different outcomes may be linked to various policy options. Use of traditional policies, such as interest rate adjustments and fiscal stimuli, will be evaluated. In addition, the international situation will be discussed, along with the role of the US as a global engine of growth and the rising interdependencies of global markets. When assessing our government’s management of the current crisis, we will discuss such issues as moral hazard, taxpayer costs, the timing and nature of various bailouts, the appropriate role of financial sector regulations, and role of markets (as opposed to governments) in allocating resources. The distinction between government actions to benefit Wall Street and Main Street will be also evaluated.

SEMINAR LEADER: BOZENA LEVEN, PhD
Leven graduated from the Central School of Planning and Statistics, Warsaw, Poland with an MA in Economics (specializing in International Trade) and was awarded a PhD in Economics from Cornell University. Her primary areas of study included Comparative Economic Systems, International Economics and Economic Development. She has interspersed her academic duties with consulting stints at the Ford Foundation, International Affairs Division assisting in their Soviet-East European program, the United Nations, Office of the Under-Secretary-General, Department for Economic and Social Information and Policy Analysis, the William Davidson Institute, University of Michigan and the World Bank. Her publications and research focus on two areas: financial restructuring of Eastern and Central Europe and the welfare effects of recent marketization reforms in that region.
December 8 and 15, 2017

The world is rapidly changing. New technological innovations have “shrunk” the world, bringing people around the globe closer to each other than ever. The way business operates, the vehicles people use to interact and communicate, and the way governments work to solve issues have all changed significantly. In this new era of globalization, we have to re-adjust our way of thinking, our life styles, and our way of working and interacting with others.

It is especially important that we understand the impact and implications of globalization and be able to address many related questions: How did the U.S. become the world’s superpower? What skills should we teach our students so that they become worldly, independent thinkers when they grow up? How did the Bretton Woods System shape up the world order? How do other countries regard the U.S., currently and in the past? How has outsourcing impacted the U.S.? What is the Wal-Mart effect? Can the U.S. survive the current financial turmoil and recover from it? Can we avoid the climate change disasters? What severe dangers and challenges will we face in the future? How long can the world continue to sustain itself?

This seminar will present the phenomena of globalization and examine relevant issues from socioeconomic, political, environmental, cultural, and historical angles. The seminar participants will have a chance to learn about many events and controversies revolving around globalization. They will also have a chance to explore and discuss the benefits and damages that various political initiatives have yielded. In addition, the participants will develop a stronger awareness of the current globalization trends and the challenges we will face in the near future. They will develop a new understanding of the responsibility we all must take, and take away fresh ideas to help them be better teachers and leaders among the global society. The seminar will be supplemented with documents and relevant digital resources.

SEMINAR LEADER: ALEX C. PAN, PhD
Pan is an associate professor of Education at The College of New Jersey, where he teaches a broad spectrum of courses, including teacher preparation, technology-enhanced instruction, and the impact of globalization. Pan has published dozens of articles, made many conference presentations, and conducted several workshops. He currently teaches in the department of Elementary and Early Childhood Education.
Design and design thinking has exploded in our culture. As design thinking provides a framework to create and respond to our culture’s most pressing problems while enabling a creative methodology that focuses on human-centered design. From top businesses such as IBM to classrooms across the nation, design thinking strategies are an important part of creative thinking in the 21st century. This workshop will provide participants the history of human centered design thinking, including case studies on how designers have solved problems. For this workshop, the focus of the case studies will be design for social good, which is a growing force in design practice. The participants will learn the tools and methods that designers use to respond to design challenges through an active workshop and will go through the process of empathize, define, ideate, prototype, and test. The workshop will conclude with a discussion on implementation for the K–12 classroom.

**SEMINAR LEADER: BELINDA HAIKES, PhD**
Haiakes is associate professor in the Department of Art and Art History at The College of New Jersey. Her research interests include design for good, community design, and the intersection of text and image in books and electronic book formats. Prior to becoming a college professor, Haiakes taught art in rural Alabama and inner city Philadelphia for a number of years. She holds a doctorate from Virginia Commonwealth University. She has been an active member of the Philadelphia Design Community having served on AIGA’s board as well as presenting at conferences and exhibiting work.

A recent infographic from the Educational Advisory Board describes the importance and role of a makerspace to “allow students to convert their ideas into physical objects, supporting hands-on learning and cross-discipline collaboration.” In this hands-on workshop, participants will explore ways to incorporate digital fabrication and design thinking into their curriculum. Teachers will learn how to use laser cutters, 3D printers and other digital fabrication tools and will create a custom teaching manipulative to enhance one of their existing lesson plans. For example, a chemistry teacher may want to use our 3D printer to illustrate a complex molecular structure; a history teacher might want to use our laser cutter to construct intricate data visualizations. What would you like to make?

**SEMINAR LEADER: JOHN KUIPHOFF, MPS**
Kuiphoff is an associate professor in the Department of Interactive Multimedia at The College of New Jersey. His research interests include interactive computing, digital fabrication, software development and the internet of things. He has developed applications and interactive exhibits for Best Buy, Centers for Disease Control and Prevention, and various museums. He is a graduate of the Interactive Telecommunications NextFab Program at New York University. Kuiphoff also enjoys making things in his wood shop and taking classes at NextFab.
Trenton is a city with many challenges, but it also is the source of a remarkable musical playlist that has been heard around the world. The Trenton Makes Music project is a long-term partnership between faculty and students at TCNJ and the Trenton community to document the rich heritage of music making in the city since its founding. We have created a digital archive at www.trentonmakesmusic.org, containing oral history interviews, podcasts, and extensive media artifacts that help us tell the stories of Trenton musicians and articulate the role of music as an important driver of cultural memory, identity, and economic development.

The Trenton Makes Music project not only highlights Trenton’s musical contributions, but, also helps our students hone important skills in research, storytelling, technology, and teamwork. This seminar has been designed to guide educators through the process of identifying an important cultural contribution within their community and using multimedia techniques to help tell that story and coalesce a community around its shared history. We will introduce multimedia storytelling authoring tools and provide tutorials on their use. In the second session, participants will share their own lesson plans and multimedia materials. Participants will create their own multimedia story using the Trenton Makes Music archive, and then develop lesson plans applying these tools and resources to their own teaching contexts. A forum on the Trenton Makes Music site will be available to participants to support further community-building and knowledge-sharing.

This seminar will emphasize the use of music and storytelling to support the development of skills in Technology, Social Studies and Language Arts. Methods will be compatible with New Jersey Educational Technology learning standard 8.1: “All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.”

Our seminar also covers the use of a range of primary and secondary research sources and methods for the construction of nonfiction texts, including the use of archives, oral history interviews, maps and physical artifacts, thus supporting the New Jersey Learning Standards for English Language Arts Companion Standards on both Reading History and Writing.

SEMINAR LEADERS: KIM PEARSON, MA AND TERESA M. NAKARA, PhD

Pearson is an associate professor of Journalism and Professional Writing at The College of New Jersey. Pearson teaches undergraduate courses in writing for interactive multimedia, press history, and beat reporting classes on covering politics, health and the environment. Her research has focused upon developing curricular collaborations that promote computational thinking and community engagement. Her journalism has appeared in such outlets as the Online Journalism Review and Black Enterprise Magazine, and her research has appeared in such journals as Teaching Journalism and Mass Communication and ACM TOCE - Transactions in Computing Education.

Nakra is an associate professor of Music and Interactive Multimedia at The College of New Jersey. Nakra teaches undergraduate courses in music technology, including coding skills, signal processing, and electronic composition. Nakra’s research contributions focus on the study of expression, gesture, and emotion in musical performance. Her work has been featured in the New Yorker magazine, BBC World Service, Music Perception Journal, and presented in venues including Lincoln Center and the MIT Museum.
March 19 and 26, 2018

Not only are we ourselves complex individuals made up of multiple social selves, we live in a diverse society. Every day, we encounter and interact with people who are similar and different from us. While this complexity makes our interactions with others interesting and educational, it can also lead to erroneous assumptions and miscommunications. By learning about the ways in which power and privilege are related to intentional and unintentional discrimination and oppression, we can better understand how these factors impact our own lives and the lives of those around us.

We will explore individual and institutional forms of disadvantage and privilege and identify the psychological consequences of stereotypes and prejudice. We will explore examples of individual and group level outcomes based on different social identities. In addition, we will work together to talk about difficult issues and learn from others’ experiences with various aspects of social identity.
Student engagement in learning usually occurs under the conditions of good behavior, positive feelings, and active thinking. Better results in teaching and learning are achieved when appealing activities designed to increase students’ behavioral, emotional, and cognitive engagement are incorporated. There are many good examples of how teachers use fun and engaging activities to facilitate a positive learning environment and to help students achieve higher performance. In addition, well-crafted engaging activities hold great potential to yield positive and meaningful learning outcomes, such as the following: 1) promoting collaborative learning, 2) establishing positive teacher-student relationships, 3) challenging students to think, to solve problems, and to master the learning content, and 4) encouraging creativity.

This seminar will focus on designing and implementing engaging activities for instruction, in order to reach the goals of positive and meaningful learning. Practical examples of fun and engaging activities for different age groups and various subjects will be highlighted to support existing curricula. Participating teachers will get a quick overview on the theories and practices of learning engagement. This seminar will also facilitate a platform for the participants to discuss related issues and share personal experiences. Being exposed to various fun activities and gaining some hands-on experiences, participants will also walk away with practical ideas and strategies for successfully implementing activities in their own classrooms. A compiled list of good activities, challenges, and resources will be shared in the workshop.

**SEMINAR LEADER: ALEX C. PAN, PhD**
Pan is an associate professor of Education at The College of New Jersey, where he teaches a broad spectrum of courses, including teacher preparation, technology-enhanced instruction, and the impact of globalization. Pan has published dozens of articles, made many conference presentations, and conducted several workshops. He currently teaches in the department of Elementary and Early Childhood Education.
The Teachers as Scholars Program is open to all school district teachers subject to local school district policy and selection criteria. Teachers wishing to participate in Teachers as Scholars seminars must complete the district application located below and return it to their TAS district leader listed in this brochure.

School district leaders will select one participant for each seminar offered and email (diantonk@tcnj.edu) or fax the list of participants to Kathy DiAntonio, Assistant to the Director, at 609.637.5196. Ms. DiAntonio will confirm the seminar selections and will distribute the information about appropriate seminars to each registered participant.

Registration protocols and procedures:

- Each PDSN district is guaranteed one registration (one seat) per seminar. If additional seats are available, districts will be informed and will be permitted to register more than one registrant in the same seminar.
- A minimum of ten registered participants are required to offer a seminar.
- Seminars may require participants to do some reading or preparation prior to attending.
- PLEASE BE SURE TO LIST THE EXACT MAILING ADDRESS OF ALL REGISTRANTS. Registration forms without this information cannot be processed and will be returned to the district.

Cost of materials and books will be paid by the PDSN. All seminars will feature coffee and conversation from 8:30 – 9 A.M. The seminars will begin at 9 A.M. and conclude at 3 P.M. Lunch will be provided.

Questions pertaining to Teachers as Scholars can be addressed to Kathy DiAntonio at 609.771.2408 or via email (diantonk@tcnj.edu).

APPLICATION FOR TEACHERS AS SCHOLARS

Please note the above application directions. This application must be submitted to the TCNJ STEP Office by your school district leader no later than 30 DAYS PRIOR TO THE START OF THE DESIRED SEMINAR. Please provide ALL of the requested information.

NAME ____________________________________________
Mail all correspondence and reading materials to me at the following address:
ADDRESS ____________________________________________
CITY ___________________________ STATE ____________ ZIP ____________
HOME PHONE ___________________________ E-MAIL ___________________________
SCHOOL PHONE ___________________________ E-MAIL ___________________________
SCHOOL NAME ____________________________________________
SCHOOL DISTRICT ____________________________________________
GRADE LEVEL/CONTENT AREA ____________________________________________

Registration Fees:
☐ My district is a PDSN member. (No fee for teachers from PDSN member districts.)
☐ My district is not a PDSN member but is interested in being considered as an applicant to attend the TAS seminars.

If your district is not a PDSN member, please pay by purchase order or check. Please make checks payable to “The College of New Jersey.”

The cost of each seminar for each registrant is $200.

Purchase Order # ____________________ or Enclosed Check # ____________________________
Signature: ___________________________________________

Confirmation and room assignment will be emailed to the registrant.
Each seminar is limited to 20 participants. If seats are available, districts will be informed and permitted to register more than one teacher in a seminar. Each seminar requires 10 registrants to warrant its offering.

Please check the seminar(s) you wish to attend:

- **SEMINAR #1: TEACHING SCIENCE THROUGH ISSUES**
  Leader: Christopher Murphy
  October 12 and 19, 2017

- **SEMINAR #2: CREATING AGENTS OF CHANGE (WHILE PREPARING FOR STANDARDIZED TESTS)**
  Leader: Maureen Connolly
  October 13 and 20, 2017

- **SEMINAR #3: THE INFINITE IN MATHEMATICS**
  Leader: Judit Kardos
  October 16 and 23, 2017

- **SEMINAR #4: CONTEMPORARY LITERATURE: FLASH FICTION, TWITTER NARRATIVES AND OTHER SHORT SHORT STORIES**
  Leader: Jo Carney
  October 18 and 25, 2017

- **SEMINAR #5: WOMEN’S WRITING AT THE INTERSECTION OF RACE AND GENDER**
  Leader: Piper Kendrix Williams
  October 26 and 30, 2017

- **SEMINAR #6: CYBERFEMINISMS 101**
  Leader: Marla Jaksch
  November 21 and 29, 2017

- **SEMINAR #7: FINANCIAL CRISIS, GREAT RECESSION AND SLOW RECOVERY 2008-2016: CAUSES, EFFECTS AND REMEDIES**
  Leader: Bozena Leven
  December 6 and 13, 2017

- **SEMINAR #8: UNDERSTANDING THE TRENDS AND FACING THE FUTURE IN THE INEVITABLE GLOBALIZATION ERA**
  Leader: Alex C. Pan
  December 8 and 15, 2017

- **SEMINAR #9: DESIGN THINKING FOR SOCIAL GOOD**
  Leader: Belinda Haikes
  January 17 and 24, 2018

- **SEMINAR #10: MAKERSPACES**
  Leader: John Kuiphoff
  January 29 and February 5, 2018

- **SEMINAR #11: YOUR CITY MAKES MUSIC!**
  Leaders: Kim Pearson and Teresa M. Nakara
  February 16 and 23, 2018

- **SEMINAR #12: PSYCHOLOGY OF RACE, DIFFERENCES AND PRIVILEGE**
  Leader: Chu Kim-Prieto
  March 19 and 26, 2018

- **SEMINAR #13: ENGAGING STUDENTS IN POSITIVE AND MEANINGFUL LEARNING WITH FUN ACTIVITIES**
  Leader: Alex C. Pan
  March 21 and 29, 2018
BORDENTOWN REGIONAL SCHOOL DISTRICT
James Lymper
Director of Curriculum and Instruction
609.298.0025 ext. 1181

BURLINGTON COUNTY INSTITUTE OF TECHNOLOGY/BCSSD
Todd G. Bonsall, Assistant Superintendent
609.261.5600 ext. 2203

BURLINGTON CITY PUBLIC SCHOOL DISTRICT
Sherry Knight, Principal
609.387.5867

CRANBURY TOWNSHIP SCHOOL DISTRICT
Erin Peacock, Supervisor for Curriculum and Instruction
609.395.1700 ext. 250

EAST AMWELL TOWNSHIP SCHOOLS
Jackie Royer, Director of Curriculum
908.782.6464 ext. 221

EWING TOWNSHIP SCHOOL DISTRICT
Danita Ishibashi, Assistant Superintendent
609.538.9800 ext. 1402

HAMPTON TOWNSHIP SCHOOL DISTRICT
Erick Shio, Supervisor of Curriculum and Instruction
609.631.4100 ext. 3050

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT
Lisa M. Antunes, Assistant Superintendent
908.431.6600 ext. 2828

HOPEDALE VALLEY REGIONAL SCHOOL DISTRICT
Rosetta Treece, Director of Curriculum and Instruction
609.737.4002 ext. 2731, 2303

HUNTERDON CENTRAL REGIONAL HIGH SCHOOL DISTRICT
Brendan McIsaac, Supervisor of Language Arts
908.782.5727 ext. 7145

KINGWOOD SCHOOL DISTRICT
Tim Loveland, Assistant Vice Principal
908.996.2941 ext. 502

LAWRENCE TOWNSHIP SCHOOL DISTRICT
Andrew Zuckerman, Director of Instructional Services
609.671.5410

MARIE KATZENBACH SCHOOL FOR THE DEAF
Joan Krasinsky, Interim Superintendent
609.530.3120 or 609.530.3162

MONTGOMERY TOWNSHIP SCHOOL DISTRICT
Deborah Sarmir, Director of Curriculum
609.466.7601

PALMYRA PUBLIC SCHOOL DISTRICT
Stacy Saia, Supervisor of Curriculum and Instruction
856.786.9300 ext. 1002

PLUMSTED TOWNSHIP SCHOOL DISTRICT
Jerry North, Superintendent
609.758.6800 ext. 4206

ROBBINSVILLE PUBLIC SCHOOLS
Kimberly Tew, Acting Assistant Superintendent
609.632.0910 ext. 2211

SOUTH BRUNSWICK PUBLIC SCHOOL DISTRICT
Jennifer Diszler, Assistant Superintendent
732.297.7800 ext. 5122

SOUTH HUNTERDON REGIONAL SCHOOL DISTRICT
Geoffrey Hewitt, Director of Curriculum
609.379.0183
About The College of New Jersey

The College of New Jersey is a highly selective institution that has earned national recognition for its commitment to excellence. Founded in 1855 as the New Jersey State Normal School, the College was the state's first, and the nation's ninth, teacher training school. The school flourished in the latter 1800s, expanding both academically and physically. The first baccalaureate program was established in 1925, and in 1947, the College awarded its first master's degree.

Today, the College is recognized nationally for its commitment to quality and excellence, and it consistently ranks as one of the best comprehensive colleges in the region. US News & World Report ranked TCNJ as the #1 Public College in the Northern Region, and Barron's Profiles of American Colleges named TCNJ a “Best Buy in College Education.”

About the Support for Teacher Education Programs Office (STEP)

The mission of our department is to support the work of our teacher education programs in general and more specifically with the clinical field placements of our teacher candidates at home and abroad.