



TEN NEWSLETTER

Bimonthly Newsletter of the
Transformative Education Network
at Montclair State University

THE FOUR DOMAINS OF TEN



**Antiracist &
Social Justice
Stance**



**Newark
Teacher
Identity**



**Transformative
Teacher
Practice**



**Personal
Growth &
Community
Care**

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All members of TEN use the four domains to guide their work. While the trajectory of the domains moves from internal work to work in community, the progression is not linear - the domains overlap and intersect. Our residents and teachers continuously nurture all four domains as they refine their transformative practice.

The four Domains of TEN:

1. **Antiracist / Social Justice Stance:** demonstrates justice mindedness
2. **Newark Teacher Identity:** demonstrates an asset framing and systemic analysis of urban students and communities
3. **Transformative Teacher Practice:** demonstrates a commitment to building inclusive and humanizing learning communities; practices inclusive, antiracist and culturally responsive pedagogy; provides and reflects upon equitable and engaging learning opportunities for all students
4. **Personal Growth and Community Care:** demonstrates professional roles and responsibilities; practices professional ethics; shows a commitment to their communities and to the profession; is an emerging, reflective practitioner

These four domains distinguish TEN's programming from other teacher preparation programs because they are grounded in pedagogy **and** bring antiracism and social justice explicitly into the curriculum. The domains highlight our unwavering belief that excellent teachers must consider and grapple with more than curriculum, instruction and content; they must actively work against the racist forces ever present in schools by building relationships with students and families, and participating in community care.

TEN's four domains serve as a guiding framework for residents, mentor teachers, and field team members to cultivate the dispositions needed. Research has shown that an educator's dispositions can be more indicative of how they perform in the classroom than even their pedagogical or content knowledge (Ingles, 2016). As Dr. Picower writes in [Reading, Writing and Racism](#), "it is imperative that we address the [educator's] beliefs as part of any attempts to teach curriculum and instruction. By interrogating and reframing their beliefs, educators can design their curriculum and enact their instruction in ways that work towards racial justice." TEN combines powerful pedagogy, classroom management, and assessment tools with a transformative antiracist, social justice-oriented, and community-based approach to create beautiful, engaging spaces for learning and growth.

The domains exist so that all those involved in TEN have the same tools to help students feel acknowledged, safe and ready to learn. Where do you see your glows and grows in each respective domain?

SPOTLIGHT ON...

Carla Nisbett & Tatiana Pereyra



UPCOMING EVENTS



May 10 via Zoom

- 3:30 pm - 5 pm EST

MSUNER Workshop: Institutional Ableism, Privilege, and the Politics of Inclusive Education

May 12 via Zoom

- 5 pm - 6:30 pm EST

MSUNER Event: Cross-Curricular Centering of the LGBTQIA+ Experience

May 13

- 9 am - 2 pm EST

Mentor Professional Development Resident Journey Stories

May 17 via Zoom

- 3:30 pm - 5 pm EST

MSUNER Workshop: Undoing Ableism in K-12 Curriculum

May 19

- 5 pm - 7 pm EST

Cohort 2 Welcome Night

May 25 via Zoom

- 4 pm - 7 pm EST

UTR@MSU Induction Teacher Development Showcase

INDUCTION HAPPY HOURS

May 13 & June 17 from 3:30 - 5 pm.
Location TBD - look out for more information in your emails!

UTR alumni Carla Nisbett and Tatiana Pereyra both teach at Frelinghuysen Middle School in Morristown, NJ and are clinical faculty at MSU.

• **How and why did you get involved with the TEN?**

We both began as UTR residents, which provided us with the teaching practices and pedagogical foundations that we needed in order to be the impactful educators that we inspire to be everyday. TEN continues to expose us to a network of professionals and educators who are creating equitable learning spaces for young people growing up in the public school system. It provides us with the support we need to develop in our practice and allows us to support other educators as we serve in the roles of mentor teachers, induction presenters and clinical faculty.

• **What is your “why” for antiracist/social justice education?**

We believe that every student deserves access to high quality, transformative education. An education that allows them to take a critical look at society and challenge the way we think and live. An education that inspires them to live in their truth and be the change that they want to see.

• **What does that commitment look like in the teaching of STEM?**

Often people assume that antiracism and social justice in education is mainly about content, about **what** you teach. We believe it is equally about **how** you teach and how you are in relationship with your students. It's about knowing your students' individual strengths, challenges, interests and culture. It's about respecting them as people. Social justice in STEM education is viewing students through an asset-based lens and developing a curriculum that meets their needs and is aligned to their lives. It's about students acquiring the skills needed to apply their learning to real-life experiences. Children are often told by adults what to do, what to think and when to think it. We push them to question, think critically and be change agents.

• **What is one change you'd like to see in public education?**

As the level of diversity increases in public education, we would like to see pedagogy and curriculum that embrace and foster the academic and social emotional thriving of ALL children and teachers. We would also like to see districts and leadership be more responsive and reflective about the support they provide for the unique, dynamic experiences of each child, educator and staff member in their school community.

• **What's the book that changed your life?**

Tatiana: Inner Glimpse by Idil Ahmed

Carla: Ask and It Is Given and The Astonishing Power of Emotions by Esther and Jerry Hicks



NO, I'M NOT A TROUBLEMAKER

Thank you to all who attended our CUE event featuring Dr. Carla Shalaby. Below is the poem "No I'm Not a Troublemaker," which was written and performed during the event by Youth Poet Florence Faison, 5th grader at Watchung Elementary in Montclair, New Jersey.

No, I'm not a troublemaker!

Some people say sit down when I am standing.
Teachers say sit down, I would rather stand.
Well, I like standing, it's good for me. It makes me focus a lot better.
It feels great in my legs and my body.
But they say sit down, I listen because they are my teachers.

No, I'm not a troublemaker!

Some people say be quiet when I am talking.
My teachers say be quiet when I am talking.
Well, it makes me feel unhappy that they are interrupting me.
I like talking, talking helps me communicate, talking helps me read,
talking helps me get smarter.
But I don't want to be quiet.
But they say be quiet, yes I'm quiet, I do not like being quiet.

I said No, I'm not a troublemaker!

I ripped up my schoolwork at school because I was confused.
I knew how to do some of it, I didn't know if it was wrong or right,
I ripped up my work at school because I didn't want to make a mistake,
so I just ripped it up into pieces. The teacher said, do it again. I did it again.

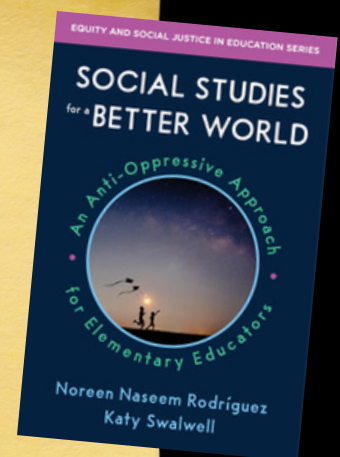
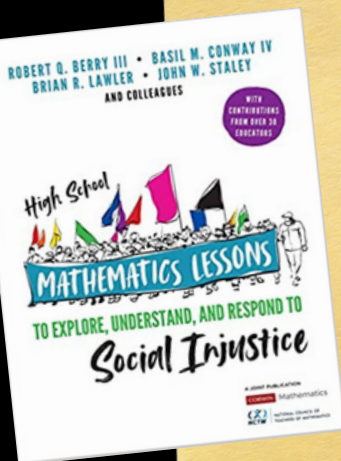
No, I am not a troublemaker!



ANTIRACISM & SOCIAL JUSTICE RESOURCES

Learning for Justice and each of the books pictured include great resources for lesson planning across the curriculum!

Additionally, our resident-led social media team shares resources on our Instagram ([@TransformativeEducationNetwork](https://www.instagram.com/TransformativeEducationNetwork)) as part of our "Resource Wednesday" feature. Check it out!



DID YOU KNOW?



Our residents are guided by the four domains of TEN. Here are quotes from them about how they put the domains into practice!



Anti-racist & Social Justice Stance

"One way I have incorporated an anti-racist and social justice stance into my classroom is by asking critical thinking questions surrounding lessons I am teaching, and including my students' community and cultures as meaningful contributions to any lesson. Moreover, I aim to have all my students' voices heard and acknowledged in my classroom."

- Jennifer Aquino (NTP resident, Abington Avenue School)

Newark Teacher Identity



"As someone who was raised here, my Newark Teacher Identity has been important to my work by empowering me to recognize opportunities to draw on the Community Cultural Wealth available to my students. While doing an integrated unit on how communities change over time, I was able to share personal stories of how Newark has grown since my childhood, highlight the rich, vibrant art scene, and build a sense of pride in the next generation."

- Eleonor Antoine (UTR resident, Avon Avenue School)

Transformative Teacher Practice



"An example of how my transformative teacher practice has benefitted my students and I is that by framing the lesson in a culturally relevant, social justice lens, it allowed both parties to engage in authentic meaning-making. I wasn't just teaching isolated skills that were mandated by the state, I incorporated those skills in a meaningful context that gave my students the space to explore and use those skills with topics that they were curious about and ready to engage in."

- Llamylis Roman Rivera (NTP resident, Salomé Ureña Elementary School)

Personal Growth & Community Care



"One way that I engage in personal growth and community care as a teacher is by getting to know the other teachers and staff members within the school! Getting to know each other is how you build a strong community and learn more!"

- Sweta Mavani (NTP resident, American History High School)

