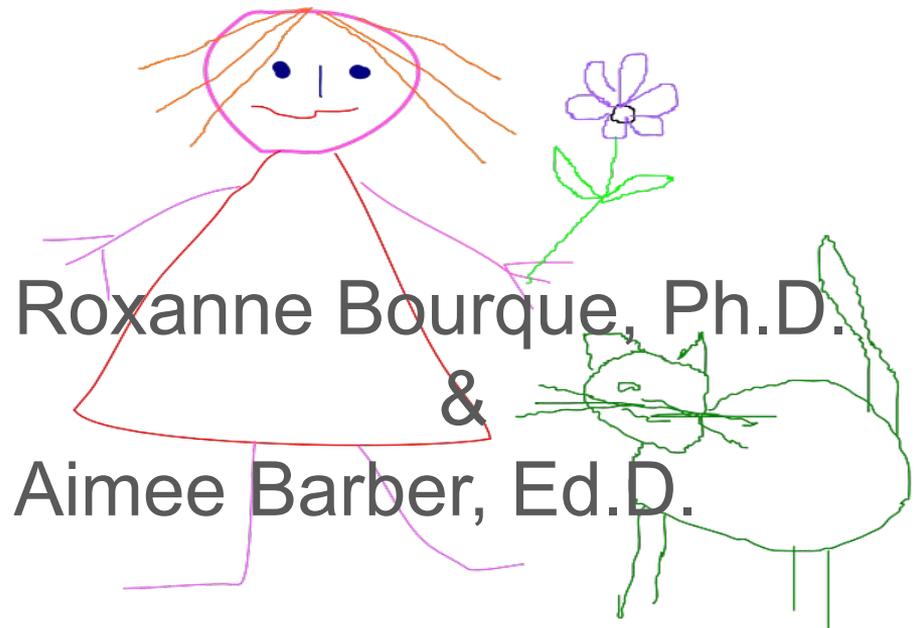
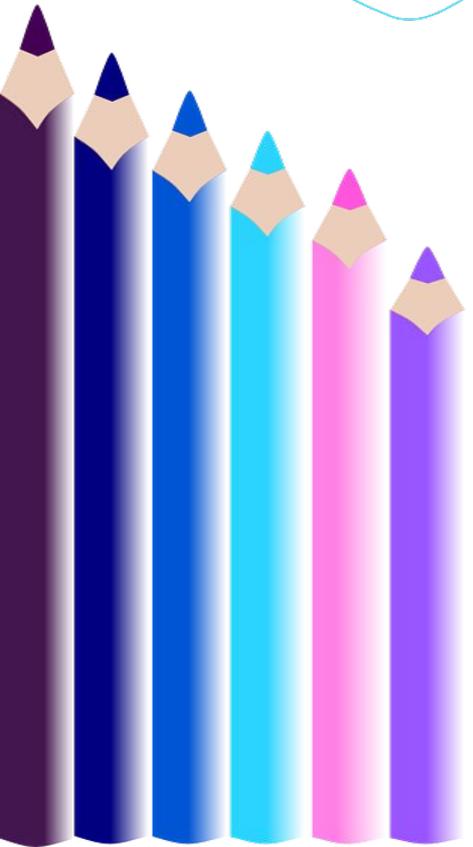
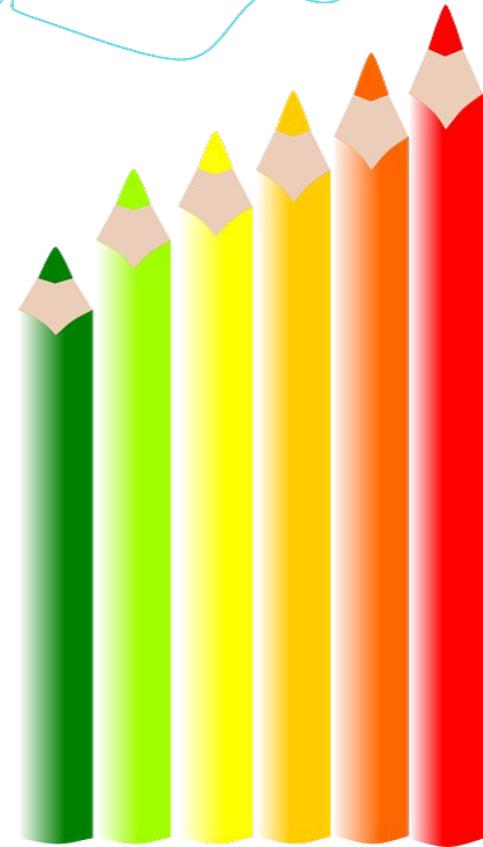


Respect, Response, and Rigor: An ACEs Informed Movement in Teacher Education



Roxanne Bourque, Ph.D.
&
Aimee Barber, Ed.D.



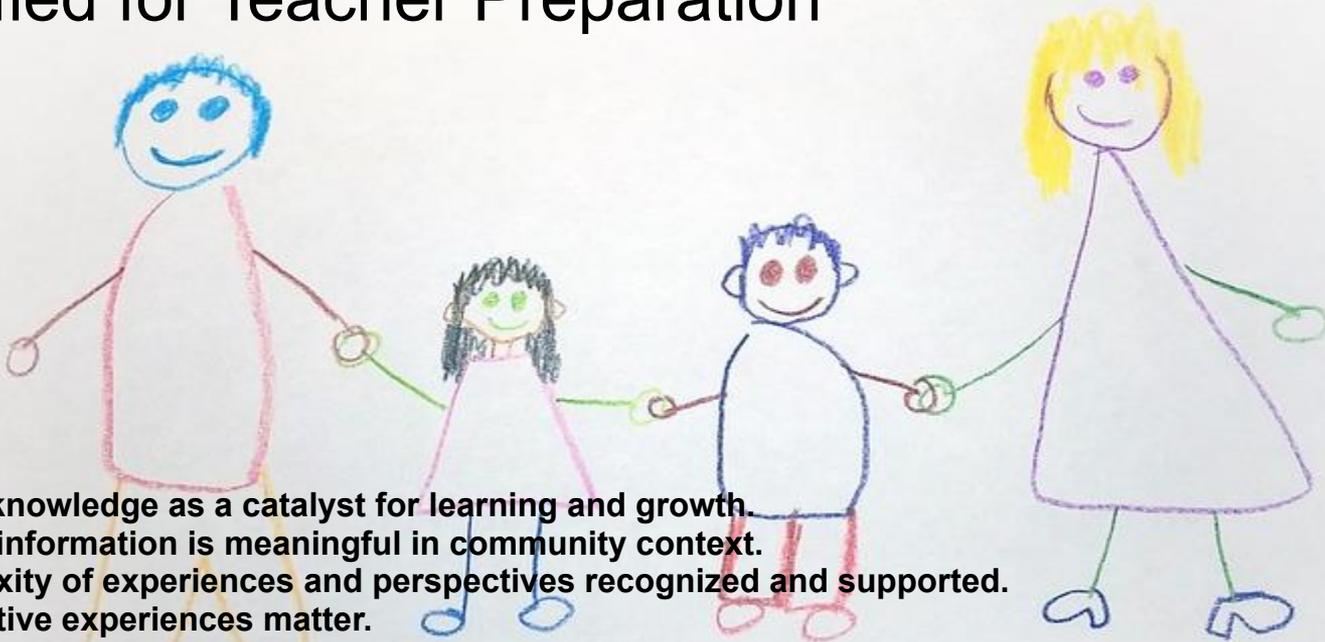


**“I often say, if I had known more about trauma
and its effects on our children,
I would have been a better classroom educator.**

**Understanding ACE scores linked to trauma is something
everyone benefits from knowing.”**

(Donna Edwards, Loving Louisiana, Vol. 3: 6, April, 2021)

ACEs Interface Guiding Principles Modified for Teacher Preparation



1. To use knowledge as a catalyst for learning and growth.
2. Shared information is meaningful in community context.
3. Complexity of experiences and perspectives recognized and supported.
4. Cumulative experiences matter.
5. Recognize and support the interrelatedness of human connections.
6. Create safe spaces for learning and growth.
7. Use the power of language to create a culture of learning and growth.
8. Create a platform for transformative change.

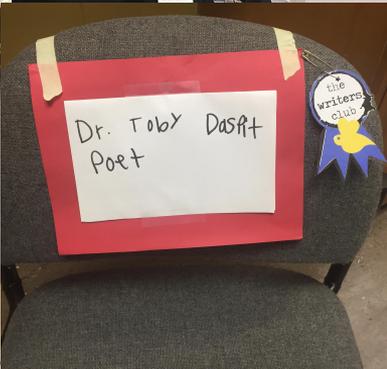
USE YOUR IMAGINATION™

Blue Book

EXAMINATION BOOK

Bourque - We are from our stories: Human connection and Relational learning

1. **The rules for the game of life: Effects of ACEs on brain development.**
2. **How to change a teacher's narrative: The power of childhood stories.**
3. **Finding the missing voice: Culturally responsive and relevant curriculum.**
4. **Building Resiliency: Trauma informed school and community practices.**



The rules for the game of life: Effects of ACEs on brain development

Prepare ECE teachers:

Brain development

Cortisol

Trauma triggers

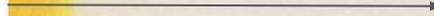
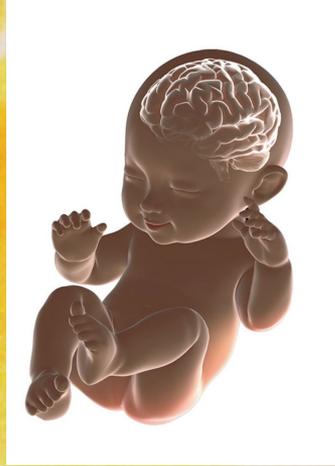
Curative touch

Attachment

Bodies keep the score

Effects of early literacy

Effects of rich classroom experiences



Finding the missing voices:

Culturally responsive and relevant curriculum



Building Resiliency: Trauma informed school and community practices

Prepare teachers to recognize:

Social and Emotional needs of young children

Self-Care

Connection

Emergent pedagogy - holistic, systemic

Culturally responsive teaching

Advocacy

Trauma informed teaching practices





Rethinking Schools, Teaching & Teacher Education



ACEs Interface

Guiding Principles

5-8

5. Recognize and support the interrelatedness of **human connections**.
6. Create **safe spaces for learning** and growth.
7. Use the **power of language** to create a culture of learning and growth.
8. Create a **platform for transformative change**.

UL Lafayette
Teacher Preparation



Demonstration
Laboratory School



Classroom Management & the Apprenticeship of Observation



Rethinking Teacher Education

- 1. Disrupt Traditional Views of Schooling**
- 2. Input: Essential Teacher Characteristics**

```
graph TD; A[2. Input: Essential Teacher Characteristics] --> B[Knowledge]; A --> C[Skills]; A --> D[Dispositions]; B --> E[3. Deliver: Student-Centered Teacher Leaders into Local Schools]; C --> E; D --> E;
```

Knowledge

Skills

Dispositions

- 3. Deliver: Student-Centered Teacher Leaders into Local Schools**

Addressing Inhumanity in Schools

What roles can shame and power play in classroom management?

DEMERIT MATRIX

Tardy (5) Demerits	Disrespect (10) Demerits	OCS (20) Demerits (10) Subsequent	Integrity (50) Demerits
Haircut (5) Demerits	Dress Code (10) Demerits	Uniform (20) Demerits	Drugs/Alcohol (50) Demerits
Hygiene (5) Demerits	Discourteous (10) Demerits	Skip Event (20) Demerits	Bullying (50) Demerits
Failure to follow chain of command (2) Demerits	Failure to do assignment (10) Demerits	Smoking (20) Demerits	Sexual Harassment (50) Demerits





**Recognizing the
Humanity in Students**

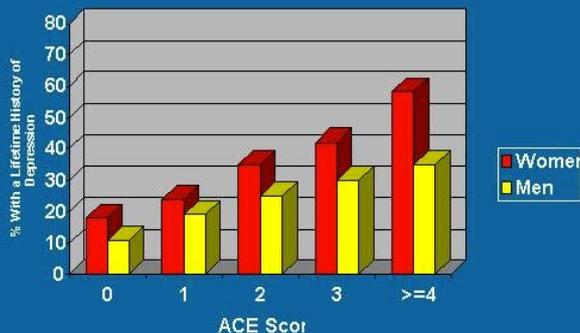
Adverse Childhood Experiences (ACEs)

Dr. Nadine Burke Harris

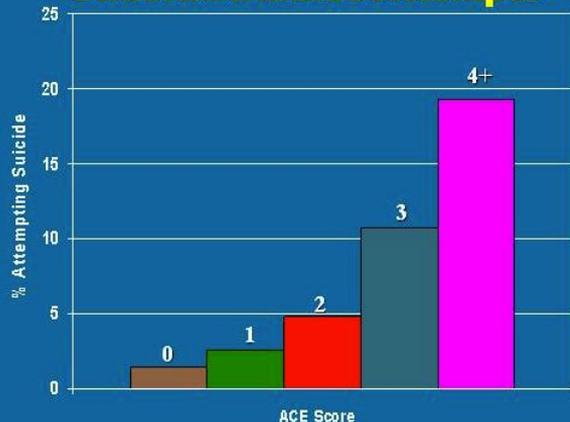
Pediatrician



Childhood Experiences Underlie Chronic Depression



Childhood Experiences Underlie Suicide Attempts



Find Your Score

[Take the Quiz Here.](#)

Purpose of Education:

To enable students to understand the world around them and the talents within them so that they can become fulfilled individuals and active, caring citizens.

Discuss: What role do you hope to play in a child's life?



Rethinking Classroom Management

What does it mean to “manage a classroom”?

From Punitive to Restorative

From Objective to Human-Centered

From Assertive to Purposeful Learning Opportunities (Breaking the Rule vs. Damaging the Relationship)



Restorative vs. Punitive Approach to Classroom Management



Punitive

Focus on determining guilt and punishing the offender

Normalize shame and humiliation

Students lack any position of power

Restorative

Takes an educational approach, mobilizing resources to ensure students continue to learn (academically and social/emotionally)

Normalize conflict resolution and self-accountability

Students are given problem-solving opportunities, voice, and power.

A group of diverse children are shown in a park setting. On the left, three children are wearing black face paint masks that cover their eyes and mouths. On the right, three children are smiling broadly. The background is a bright, sunlit park with green trees and grass.

A Shift in Focus: From Rules to Relationships

What if classroom rules were:

- Take care of yourself.
- Take care of each other.
- Take care of this place.

How is restorative different than a more traditional approach?

Overall: Shifting Focus from Rules to Relationships

- Overarching Goal: “Efforts should focus on **developing self-regulated learners** who have a growing capacity to manage their lives independently” (Smith, Fisher, & Frey, 2015).
- **Empowerment is at the center** - All parties involved in a conflict contribute to its resolution.
- Students are taught and **given opportunities to improve** problem-solving skills.
- Students have opportunities to **develop identity through voice and choice**
- Students expect there to be rules; they just want them to be **fair**.



Let's Hear from Teachers and Students



Restorative Approach

[Restorative Approach to Classroom Management](#)

1. Discuss
2. Tables draw stair visual to create a day in the life of an elementary student.
3. Take a moment to add some notes to your management philosophy section.

A TALE OF TWO SCHOOLS

Carlos has a heated argument with his parents before leaving for school, so he's running late. Let's see the difference that restorative policies and practices can make.

RESTORATIVE PRACTICES-BASED EDUCATION SYSTEM

Carlos arrives at school.



Teachers and administrators welcome him and his fellow students as they enter.



His Teacher waits until after class to speak with Carlos to learn more, and sets up a meeting with his school counselor.

Carlos is late to first period class.



Student peer mediators and support staff intervene, have the students sit down together, and de-escalate the situation.

Carlos gets into a minor altercation in the cafeteria.



Carlos and the other student agree to help clean the cafeteria during a free period. Carlos meets with his counselor and parents after school to help resolve the conflict at home.

Later that afternoon...

ZERO-TOLERANCE EDUCATION SYSTEM



He is greeted by metal detectors and a police search.

His teacher scolds him in front of the class. Carlos talks back, and is given a detention.



A school police officer detains and arrests both students.

Carlos is held in a juvenile detention facility all afternoon, missing school. He now has an arrest record and is facing suspension.



“Education is what remains once one has forgotten everything one learned in school.”

-Albert Einstein



True and Lasting Change will take a Culture Shift

Where do we begin?

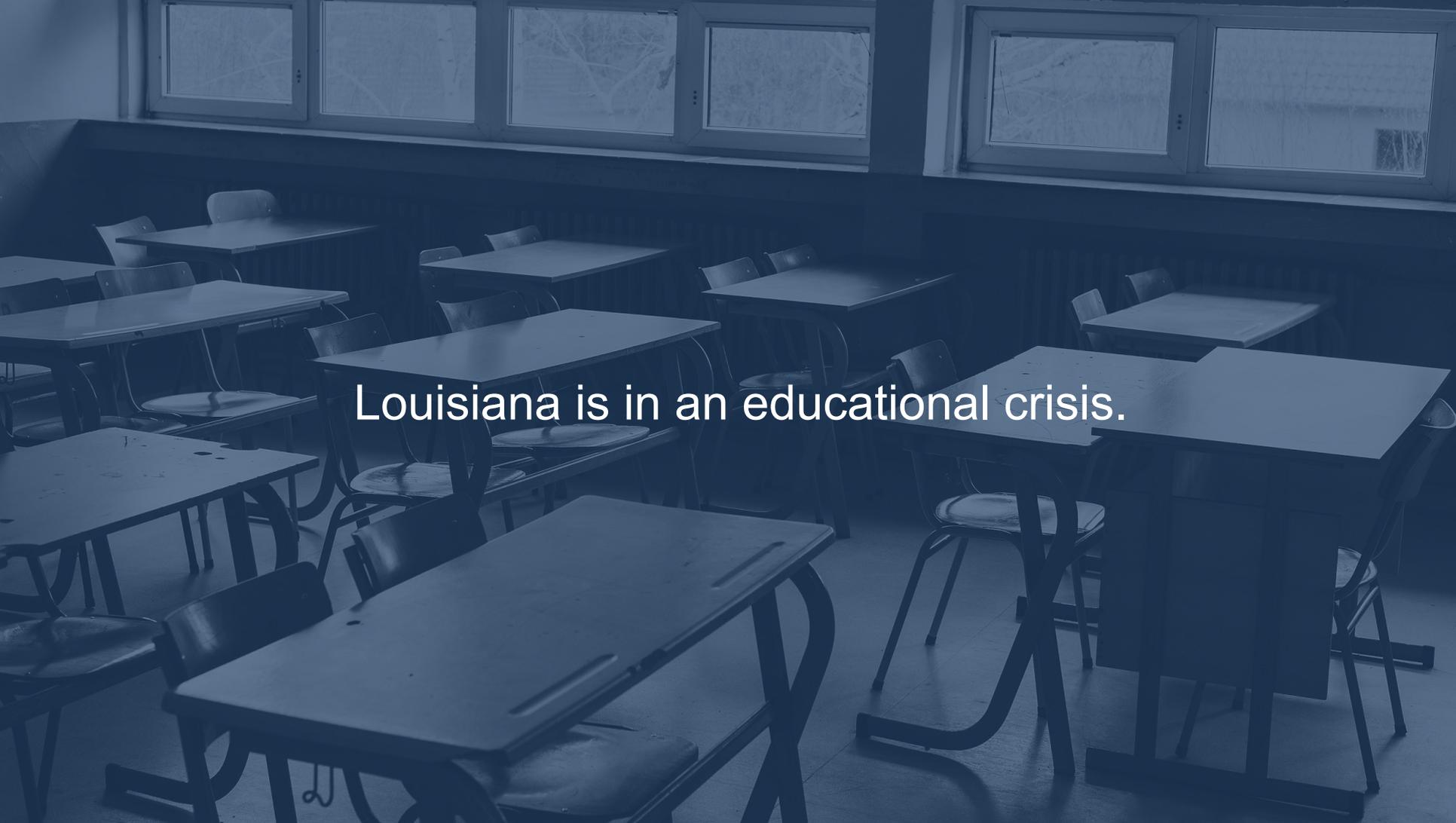
LEARNING LAB

LEADING EDUCATION FOR ALL OF LOUISIANA



Dean Nathan Roberts, JD, PhD
Aimee Barber, EdD
Douglas Williams, PhD



An empty classroom with rows of desks and chairs, overlaid with a blue tint. The text "Louisiana is in an educational crisis." is centered in the middle of the image.

Louisiana is in an educational crisis.

Teacher Disempowerment

Mandated Professional Development

Privatization of Education

Opportunity Gaps

High Stakes Standardized Testing

Scripted Curriculum

Chronic Absenteeism

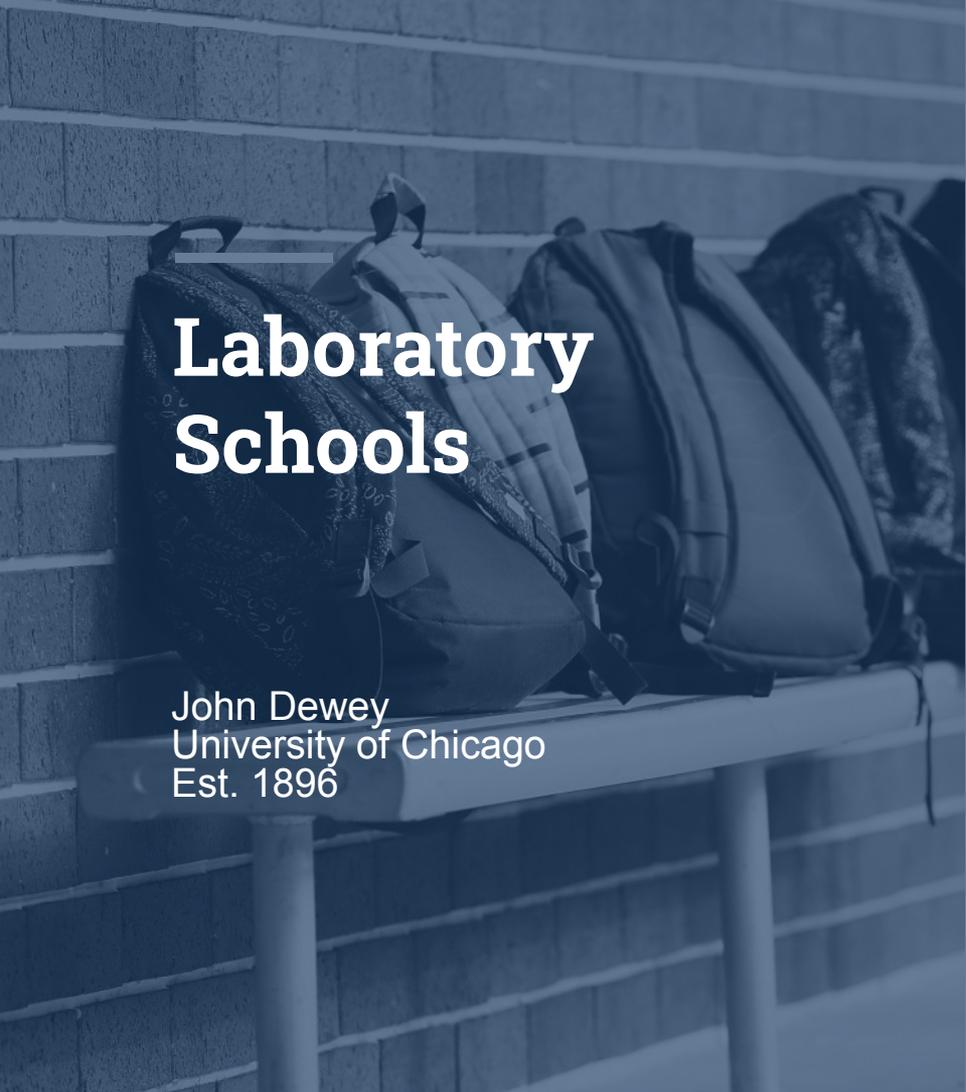
Disjointed Reform Efforts Lacking Teacher Input

Educational Inequity



The Problem

**Thriving teachers
create thriving
students,
and right now
many teachers are
not thriving.**



Laboratory Schools

John Dewey
University of Chicago
Est. 1896

A laboratory school is a demonstration school associated with a teacher education institution and used for:

- Training of future teachers
- Educational experimentation
- Educational research
- Professional development
- Informing policy and practice in partner districts
- Providing a Platform for Amplified Voice





What we do

Equip and empower teachers to drive equity-focused, student-centered, teacher-powered change.

“If you have come to help me you are wasting your time. But if you have come because your liberation is bound up with mine, then let us work together.”

-Lilla Watson



Opportunities for School Culture Shift

- A Collaborative Expedition - Forever Learners
- Flat-archy leadership model encouraging student and teacher decision-making
- Restorative Practices as a Core of School Culture
- CREW and Expeditionary Learning
- Adventure and Outdoor Leadership Opportunities
- Providing Opportunities for Kids to Discover and Grow their Sense of Self and Places of Impact

**But, it is not enough to create one school
where teaching and learning are reimaged.**

Our Mission and Vision



School Mission

To advance equity, innovation, and opportunity for all Louisiana teachers and students.



Vision for Teaching & Learning

To create and sustain a culture of curiosity, creativity, and courage to use knowledge and skills to innovate for a better world

ACEs Interface

Guiding Principles

5-8

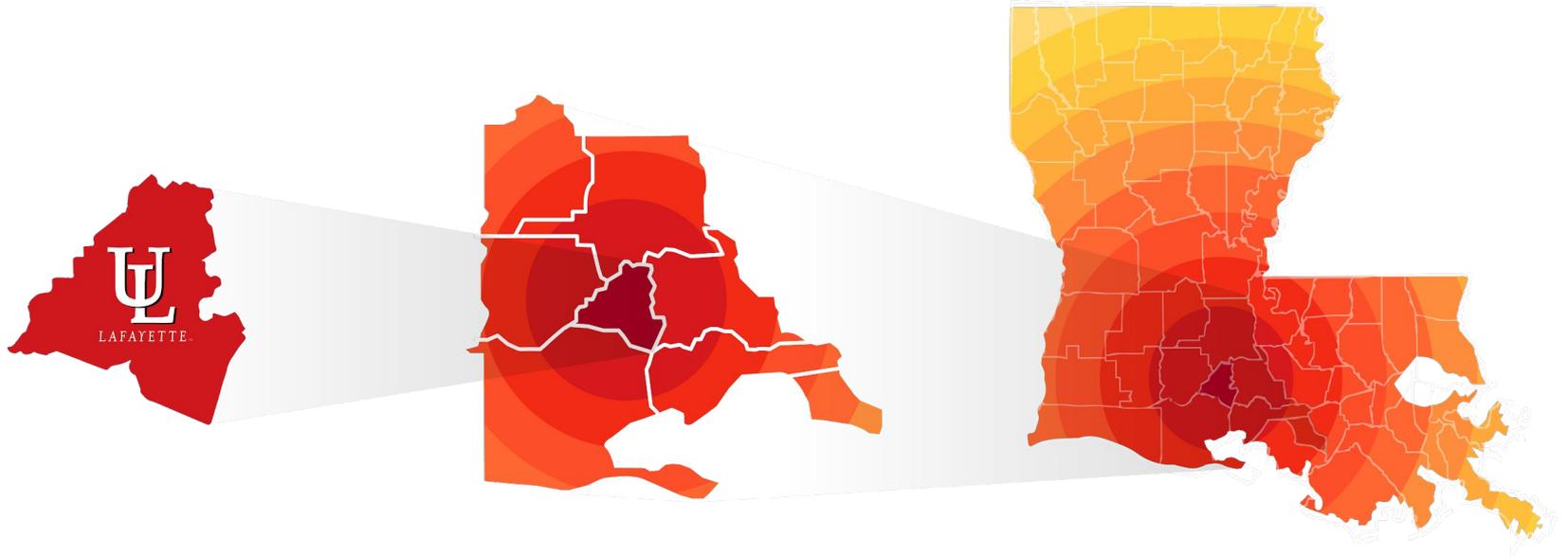
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Our Scale for Outreach





Support

Policymakers

- Louisiana Department of Ed
- LA Board of Elementary and Secondary Education
- Lafayette Consolidated Gov.

Parish School Systems

- Lafayette Parish
- Vermilion Parish
- Iberia Parish
- Acadia Parish
- St. Mary Parish
- St. Martin Parish

Louisiana Universities with Laboratory Schools

- LSU
- Southeastern
- Southern University
- Louisiana Tech

Community Organizations

- Acadiana Center for the Arts
- Learning Forward Louisiana
- Acadiana Reading Council
- United Way
- Boys and Girls Club
- Downtown Lafayette Unlimited
- Moncus Park
- Educators Rising LA
- Lafayette Economic Development Authority
- The Pugh Family Foundation
- Love Our Schools
- Lafayette Parish Public Education Stakeholders Council
- One Acadiana
- Rotary Club
- Kiwanis Club



Join Us

We hope you will join us in our expedition to create a rich community asset and a brighter future for our children and state.

Aimee Barber: aimee.barber@louisiana.edu

<https://www.ullearninglab.org/contact>