



WELCOME A4LE

Responding to Current Trends in Education
and Sustainability: Goals and Unintended
Consequences



Meet The Presenters

A4LE 2018 Southwest Regional Conference

tsk



ASSOCIATE PRINCIPAL

KEVIN KEMNER

Kevin is an associate principal at TSK and award-winning planner and designer with expertise in educational facilities. He was director of advancement of school design concentration at UNLV, where he specialized in the advancement of educational architecture.

VCBO
ARCHITECTURE



ASSOCIATE PRINCIPAL

ALEX BOOTH, AIA

Alex Booth is an Associate Principal at VCBO Architecture. Alex is the current Utah Chapter President of A4LE. Alex loves being involved with the design of educational spaces and also loves to teach. He has been involved with projects from preschool through graduate school.

ARTiK
ART & ARCHITECTURE



FOUNDING PRINCIPAL

BILL GOULD

Bill has worked in the field of K-14 educational facility design for 28 years. As principal-in-charge of a range of projects, he takes responsibility for finding organic and often surprising responses to the complex needs of the clients involved in building schools.

Our Agenda

A4LE 2018 Southwest Regional Conference

01

UNINTENDED
CONSEQUENCES

02

CASE STUDIES:
TSK
ARCHITECTS

03

CASE STUDIES:
VCBO
ARCHITECTURE

04

CASE STUDIES:
ARTIK ART &
ARCHITECTURE

05

DISCUSSION

01

UNINTENDED CONSEQUENCES

- TRENDS IN PEDAGOGY
- EXPLORING WAYS THAT BUILDINGS CAN OPEN UP OPPORTUNITIES FOR NEW WAYS OF TEACHING AND LEARNING
- RESPONDING TO WHAT TEACHERS WANT AND NEED WHILE PUSHING THEM TO EXPLORE NEW WAYS OF TEACHING















02

CASE STUDIES: TSK ARCHITECTS

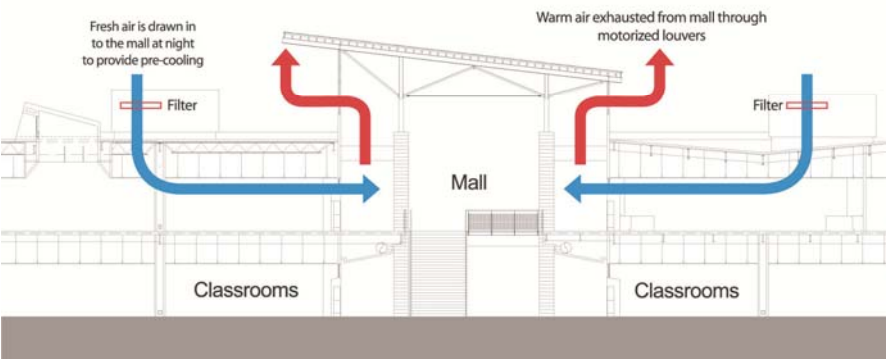
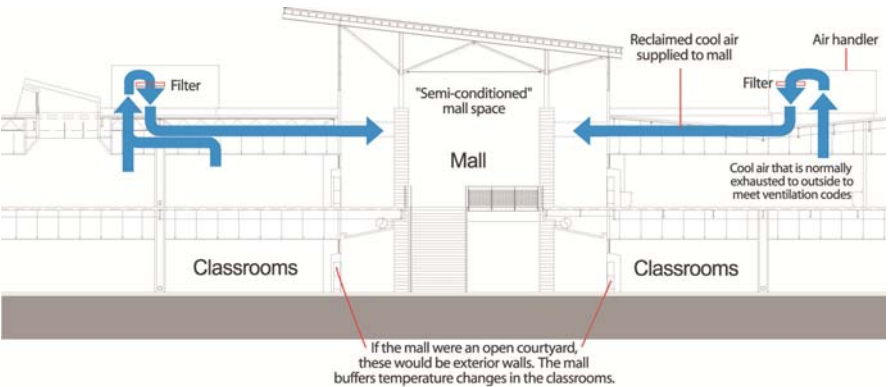
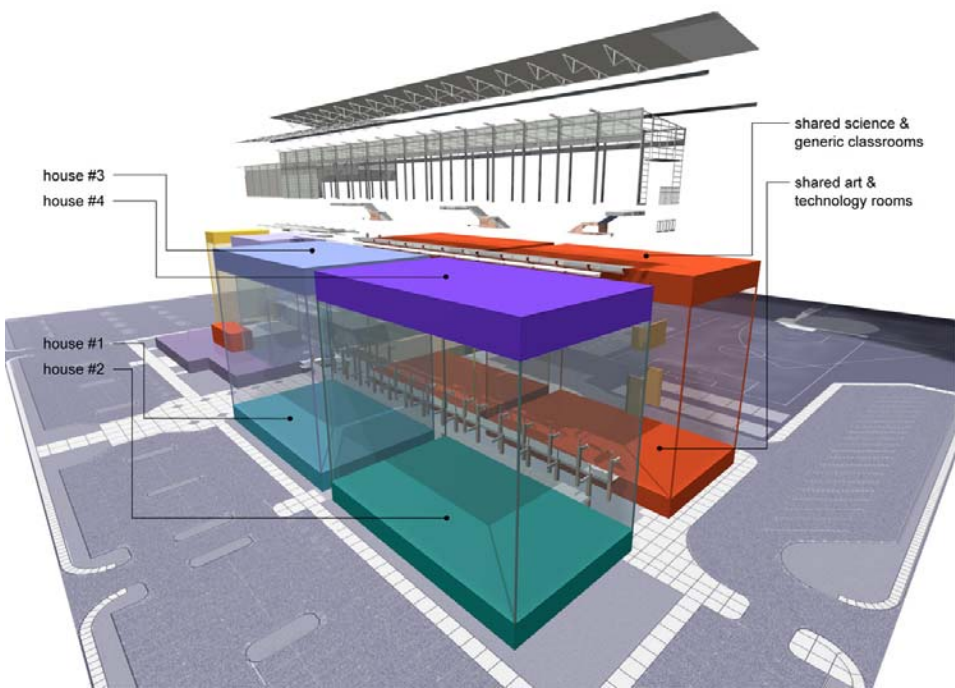
- CCSD PROTOTYPE 2000 HIGH SCHOOLS – PRINCIPALS GONE WILD
- ACADEMIC ADMINISTRATION & THE OPEN CLASSROOM PART 1 – THE TEACHER OF THE YEAR
- ACADEMIC ADMINISTRATION & THE OPEN CLASSROOM PART 2 – THE TOO HONEST STUDENT



CCSD PROTOTYPE 2000 HIGH SCHOOLS – PRINCIPALS GONE WILD



CCSD PROTOTYPE 2000 HIGH SCHOOLS – PRINCIPALS GONE WILD



CCSD PROTOTYPE 2000 HIGH SCHOOLS – PRINCIPALS GONE WILD



ACADEMIC ADMINISTRATION & THE OPEN CLASSROOM PART 1 – THE TEACHER OF THE YEAR



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ACADEMIC ADMINISTRATION & THE OPEN CLASSROOM PART 2 – THE TOO HONEST STUDENT



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ACADEMIC ADMINISTRATION & THE OPEN CLASSROOM PART 2 – THE TOO HONEST STUDENT

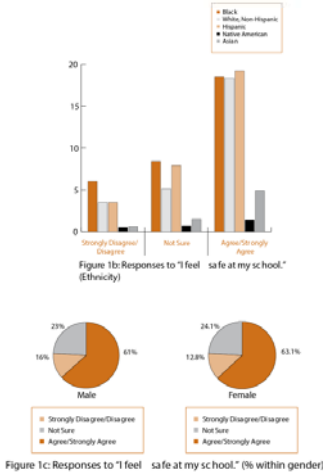
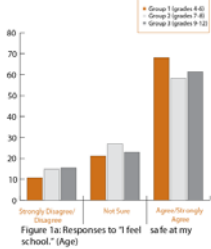
Safety

"Sometimes I wake up at night fearing I will get hurt at school and the teachers won't do anything. I've seen it happen several times."
- High school student

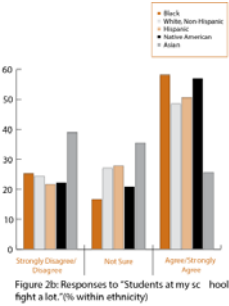
Students must feel safe in order to reach their learning potential. When students do not feel safe in their school they are more likely to become truant, carry weapons to school, become distracted from school work, and experience lower levels of achievement (Bluestein, 2001; NCES, 2003). Violence in schools also lowers the quality of classroom instruction, making it difficult to concentrate on academic material (Lintoot, J., 2004).

The following section shows the reactions to statements posed to gather students' perspective on school safety in an urban setting. These findings are reported by grade level, ethnicity, and gender. It is worth noting that there was virtually no difference in the way boys and girls responded to questions about safety issues in their schools.

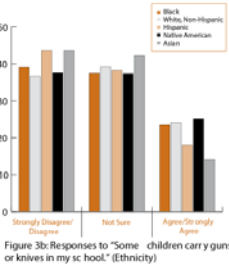
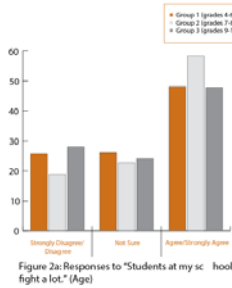
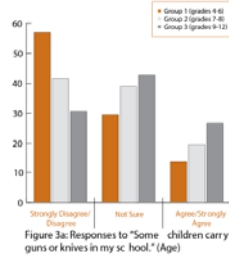
- A majority of all students (62.7%) surveyed agree or strongly agree that they feel safe in their school (Figure 1a).
- Older students, however, are less likely to feel safe at school – 15.4% of respondents in grades 9-12, compared with 10.7% of respondents in grades 4-6 (Figure 1a).
- Almost one quarter of all students surveyed (24%) are uncertain of their safety at school (Figure 1b).
- Males feel slightly less safe at school (16%) than do females (13%) (Figure 1c).



- Almost 60% of respondents in grades 7-8 agree or strongly agree that students at their school fight a lot, compared with approximately 48% of those in grades 4-6 and grades 9-12 (Figure 2a).
- Just over half of all children surveyed (51.4%) believe there is a lot of fighting at their school (Figure 2a).
- Approximately one in four all children surveyed are not sure whether there is a lot of fighting going on at their school (Figure 2a).
- Native American and African American children identify the most fighting. Almost 60% (56.9% and 58.1% respectively), suggest that fighting is common at the schools these students attend (Figure 2b).

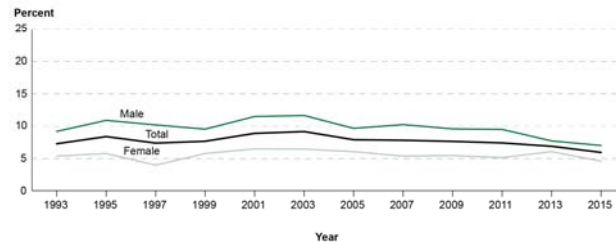


- Almost twice as many students in grades 4-6 (57%) strongly disagree or disagree that children are bringing guns and knives to school as do students in grades 9-12 (30.6%) (Figure 3a).
- Approximately one-fifth of all respondents (19.9%) agree or strongly agree that some children carry knives or guns in school (Figure 3a).
- 42.7% of all respondents in grades 9-12 are not sure if children are carrying weapons to school (Figure 3a).
- Less than half of the students surveyed (40%) disagree with the statement that some children carry weapons to school (Figure 3a).
- One quarter (25.1%) of Native American students surveyed either agree or strongly agree that some children bring weapons into their school, compared with 14% of Asian students (Figure 3b).



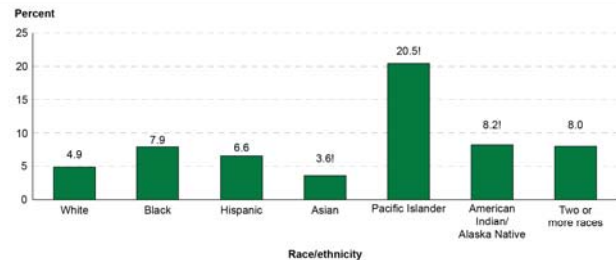
ACADEMIC ADMINISTRATION & THE OPEN CLASSROOM PART 2 – THE TOO HONEST STUDENT

Figure 4.1. Percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property at least once during the previous 12 months, by sex: Selected years, 1993 through 2015



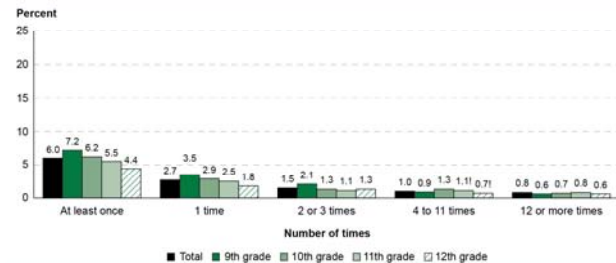
NOTE: Survey respondents were asked about being threatened or injured "with a weapon such as a gun, knife, or club on school property." "On school property" was not defined for respondents.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2015.

Figure 4.2. Percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property at least once during the previous 12 months, by race/ethnicity: 2015



1 Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
NOTE: Race categories exclude persons of Hispanic ethnicity. Survey respondents were asked about being threatened or injured "with a weapon such as a gun, knife, or club on school property." "On school property" was not defined for respondents.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2015.

Figure 4.3. Percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property at least once during the previous 12 months, by number of times threatened or injured and grade: 2015

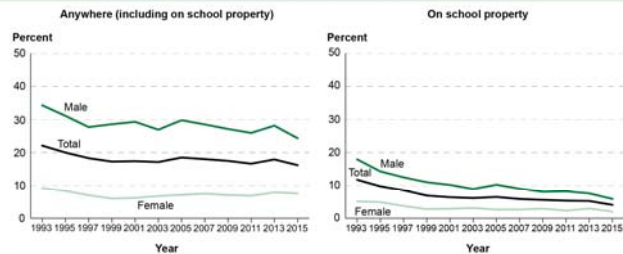


1 Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
NOTE: Survey respondents were asked about being threatened or injured "with a weapon such as a gun, knife, or club on school property." "On school property" was not defined for respondents. Detail may not sum to totals because of rounding.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2015.

Students in grades 9–12 were asked how many times in 2015, data on the percentage of public school they had been threatened or injured with a weapon on school property during the previous 12 months. In 2015, about 94 percent of students reported that they had been threatened or injured with a weapon on school property during the previous 12 months. In the District of Columbia, among these jurisdictions, on school property (table 4.1). In contrast, 3 percent of students who reported being threatened or injured with a weapon on school property once during the previous 12 months, and 1 percent each reported being threatened or injured with a weapon on school property 2 or 3 times, 4 to 11 times, and 12 or more times (figure 4.3).

ACADEMIC ADMINISTRATION & THE OPEN CLASSROOM PART 2 – THE TOO HONEST STUDENT

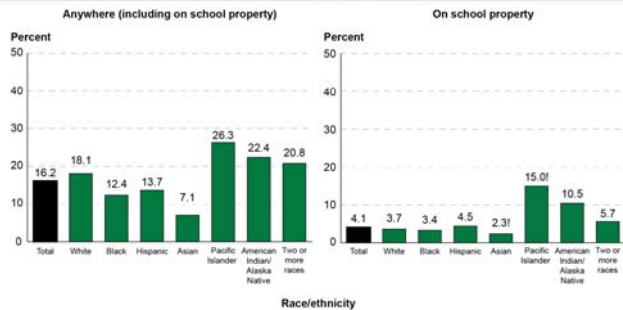
Figure 14.1. Percentage of students in grades 9–12 who reported carrying a weapon at least 1 day during the previous 30 days, by location and sex: Selected years, 1993 through 2015



NOTE: Respondents were asked about carrying "a weapon such as a gun, knife, or club." The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many days they carried a weapon during the past 30 days. In the question asking students about carrying a weapon at school, "on school property" was not defined for survey respondents.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2015.

Figure 14.2. Percentage of students in grades 9–12 who reported carrying a weapon at least 1 day during the previous 30 days, by location and race/ethnicity: 2015



Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

NOTE: Respondents were asked about carrying "a weapon such as a gun, knife, or club." Race categories exclude persons of Hispanic ethnicity. The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many days they carried a weapon during the past 30 days. In the question asking students about carrying a weapon at school, "on school property" was not defined for survey respondents.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2015.

ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

Indicators of School Crime and Safety: 2017

NCES 2018-036
NCJ 251413

U.S. DEPARTMENT OF EDUCATION
U.S. DEPARTMENT OF JUSTICE OFFICE OF JUSTICE PROGRAMS

ACADEMIC ADMINISTRATION & THE OPEN CLASSROOM PART 2 – THE TOO HONEST STUDENT

'There Is No Handbook For This': A Mother And Son Talk About School Shootings

March 22, 2018 · 5:21 PM ET

Heard on [Morning Edition](#)

JUD ESTY-KENDALL

JASMYN BELCHER-MORRIS

EMMA BOWMAN



At their StoryCorps interview in Houston, Tanai Benard, 34, and her son, Dezmond Floyd, 10, discuss what's become a grim yet routine topic at schools: active shooter drills.

Ailetta Cooper/StoryCorps

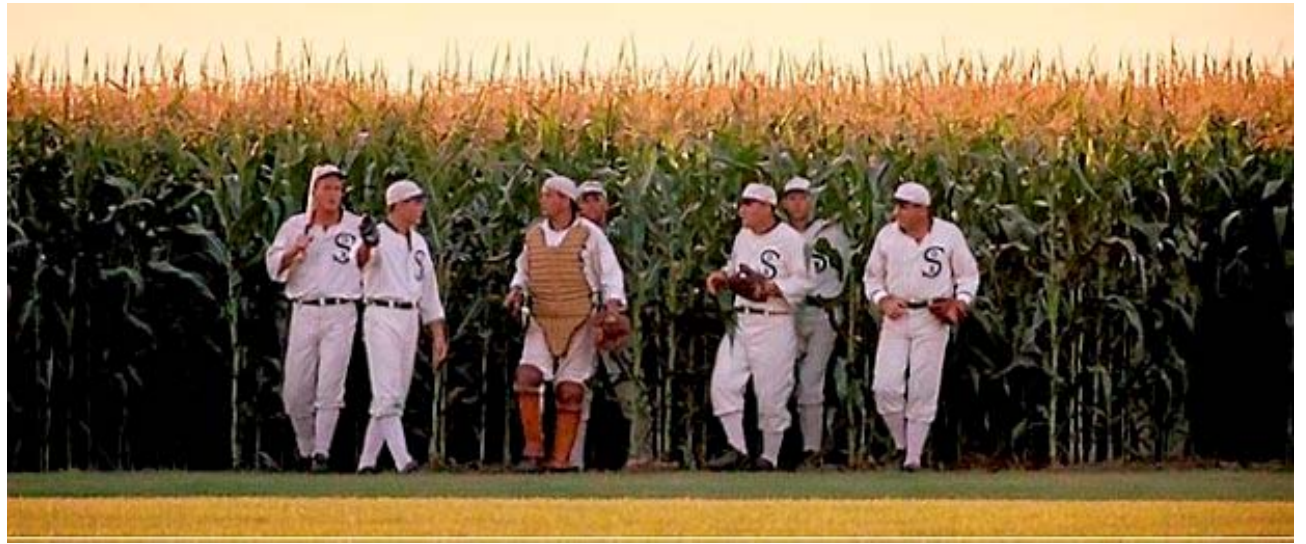
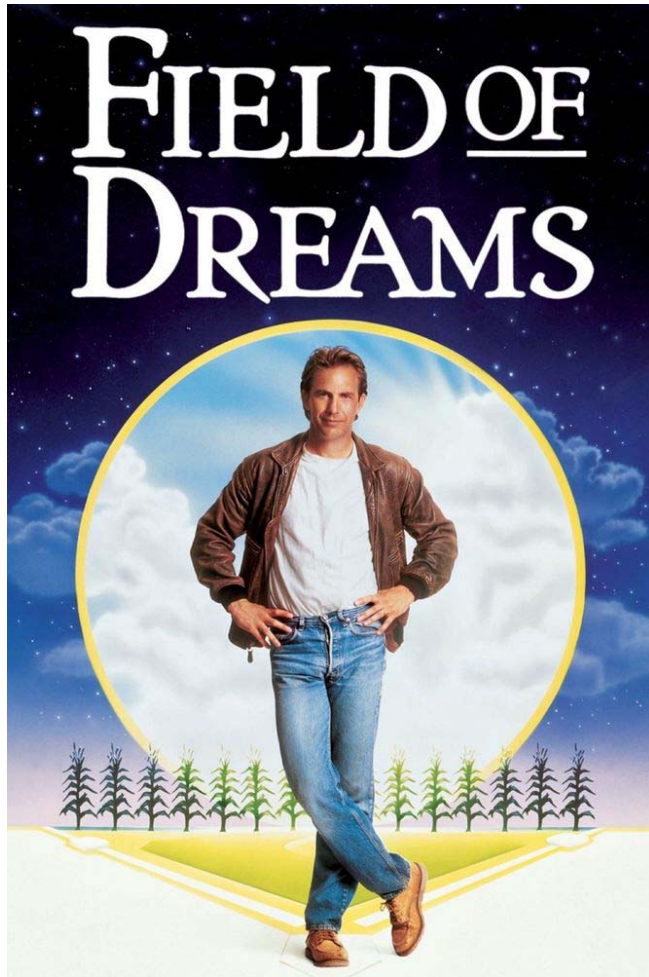
03

CASE STUDIES: VCBO ARCHITECTURE

- ADMINISTRATOR FOLLOW THROUGH
- THE EVOLUTION OF TEACHER OFFICES



ADMINISTRATOR FOLLOW THROUGH

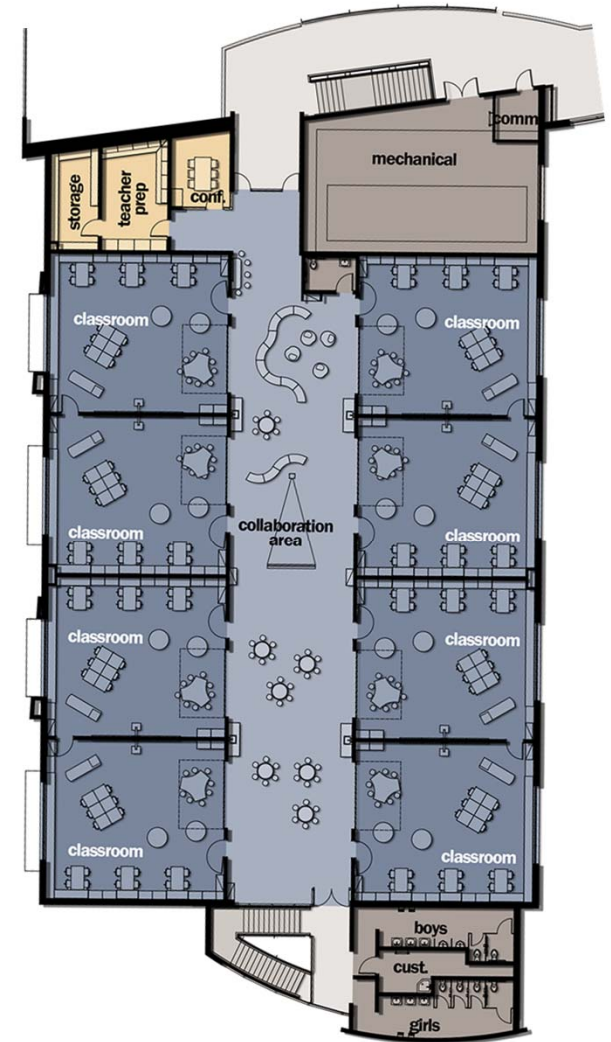


**We want to believe.....
If you build it, they will come.**

ADMINISTRATOR FOLLOW THROUGH

Elementary Prototype 2013 (Three Built) Classroom Collaboration Concept

- Classrooms have overhead doors that open to collaboration space
- Overhead doors are transparent to allow for supervision
- Flexible Furniture is provided in the classroom and collaboration area
- Glass conference room is provided for pull out focused learning or specialized space







ADMINISTRATOR FOLLOW THROUGH

No Furniture



ADMINISTRATOR FOLLOW THROUGH

- Transparency Blocked
- Overhead Doors not use



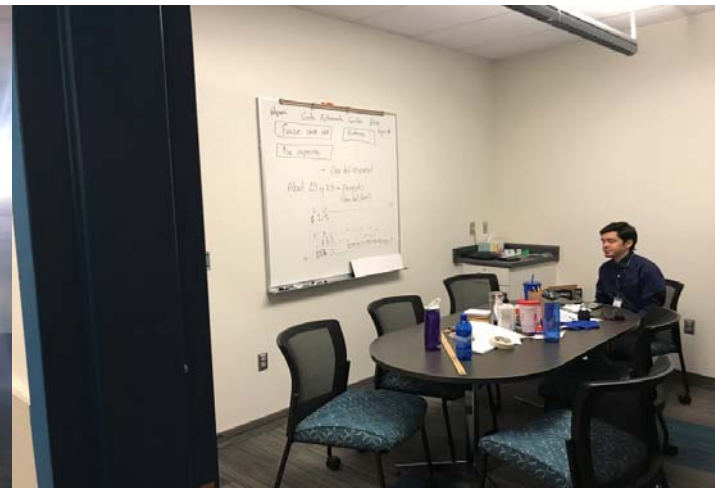
ADMINISTRATOR FOLLOW THROUGH



Recycle Storage



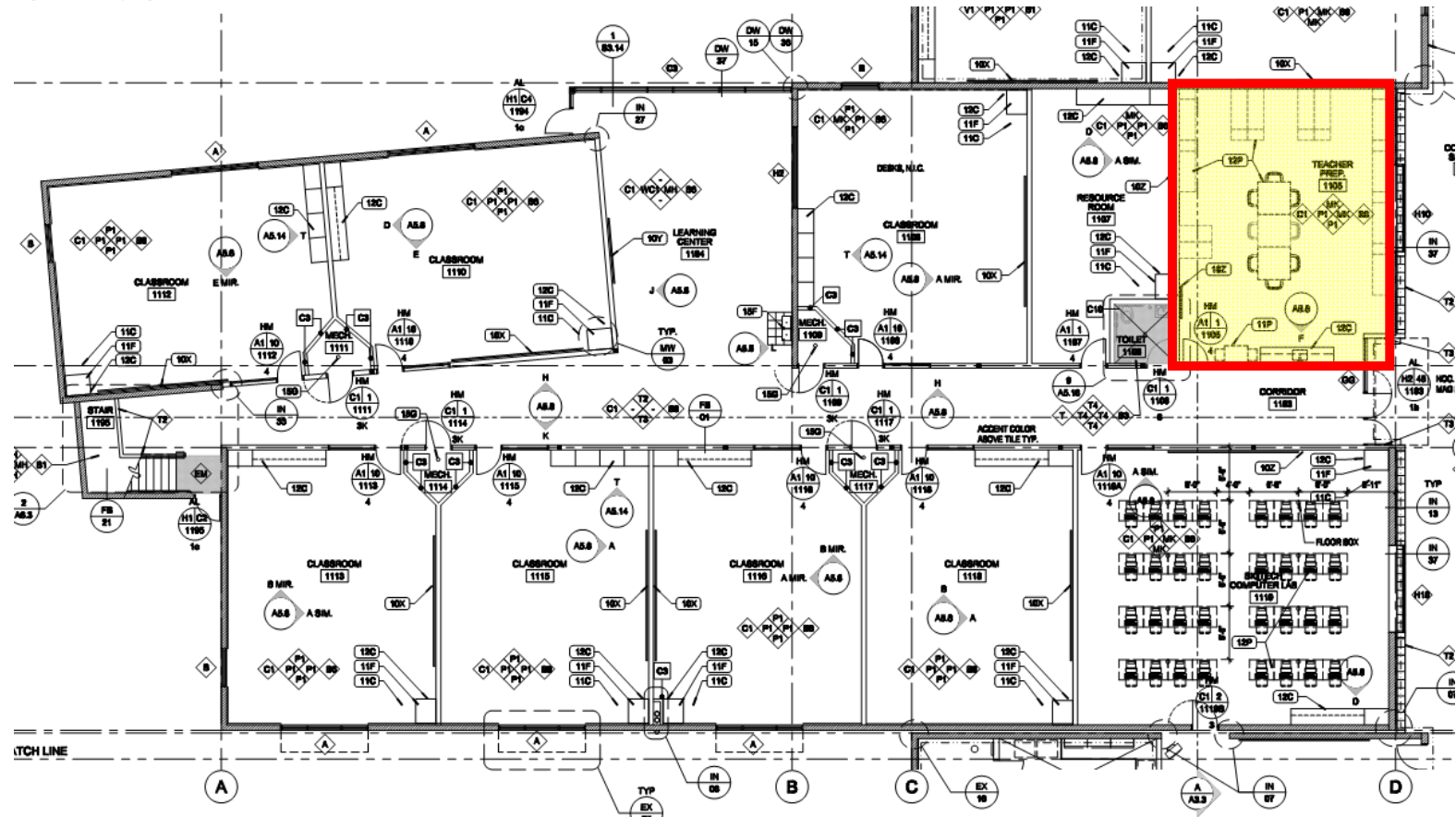
Recording Studio



Shared Teacher Office

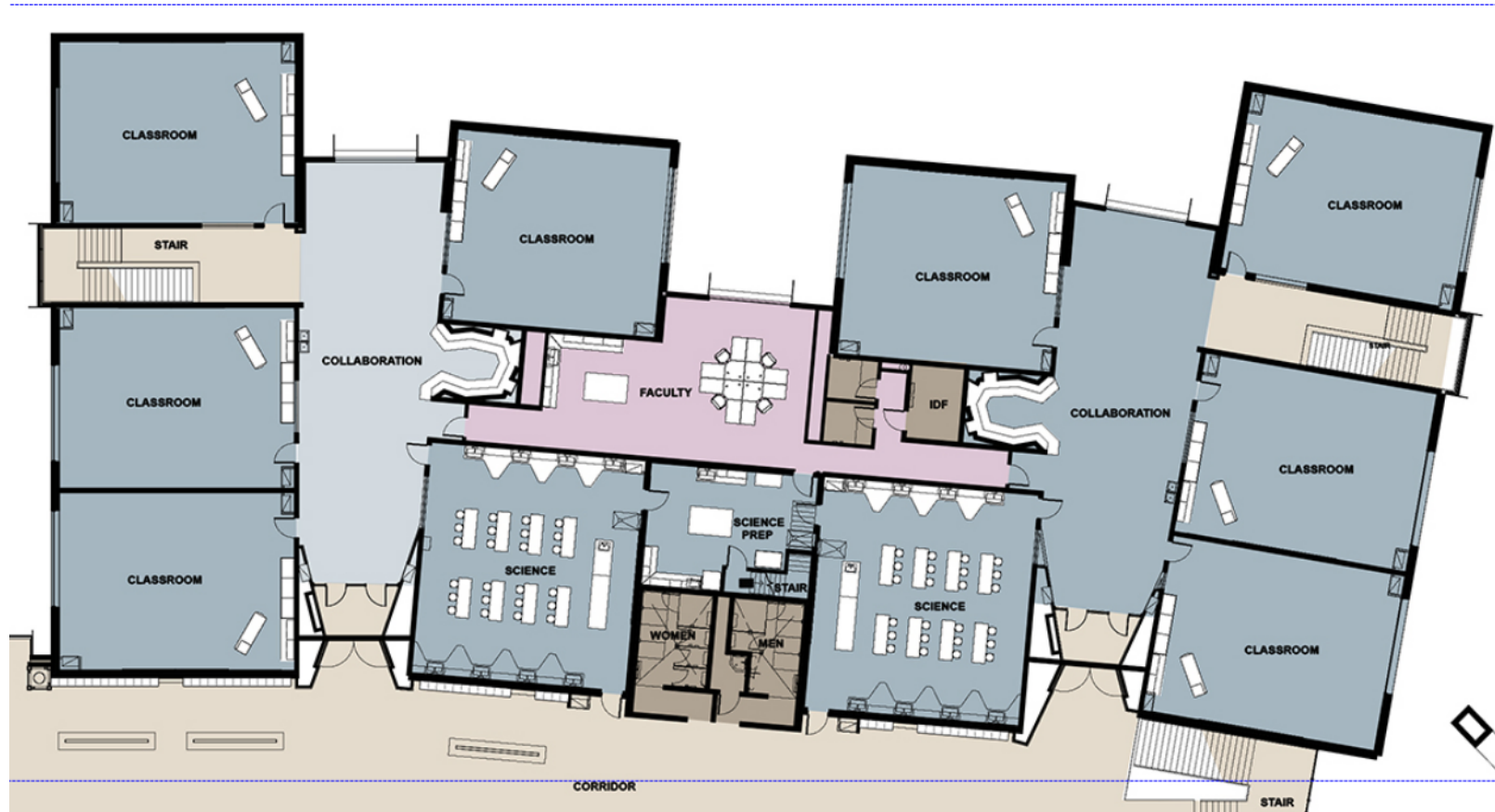
THE EVOLUTION OF TEACHER OFFICES

Shared Teacher Office



THE EVOLUTION OF TEACHER OFFICES

Shared Teacher Office



THE EVOLUTION OF TEACHER OFFICES

Individual Teacher Offices



THE EVOLUTION OF TEACHER OFFICES

Teacher Collaboration Hub



THE EVOLUTION OF TEACHER OFFICES

Teacher Office Concepts

- **Example of a 10-12 Shared Teacher Office**



Alexandria Area High School – Cuningham Group

THE EVOLUTION OF TEACHER OFFICES

Teacher Office Concepts

- Example of a 30+ Shared Teacher Office

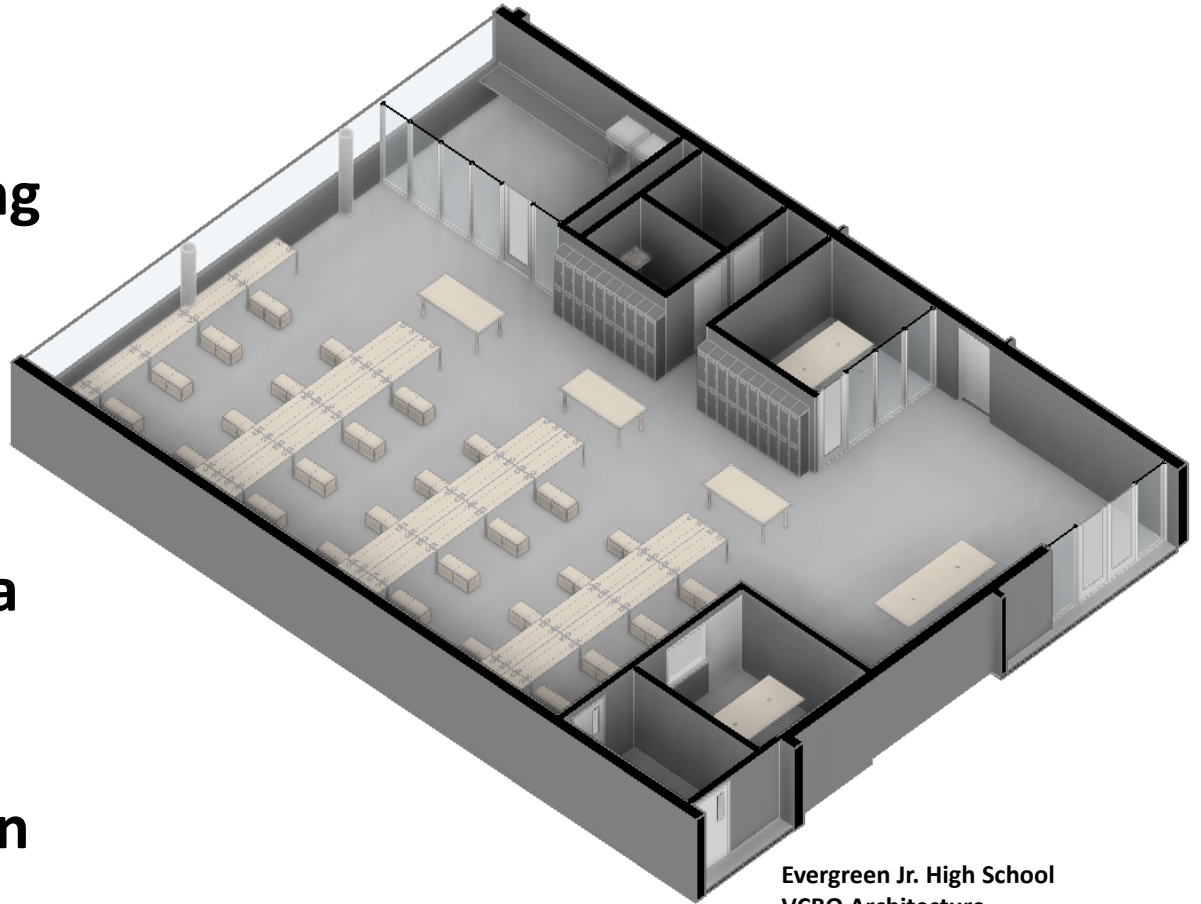


Westlake STEM Junior High – NWL Architects

THE EVOLUTION OF TEACHER OFFICES

Teacher Office Concepts

- PLC can not be a meeting it must be a culture
- If teachers own a classroom they will not utilize these spaces
- Less than 8 teachers in a space creates a “club”
- Larger spaces create more cross collaboration



Evergreen Jr. High School
VCBO Architecture

04

CASE STUDIES: ARTIK ART & ARCHITECTURE

- GALARZA ELEMENTARY SCHOOL
- THEUERKAUF ELEMENTARY SCHOOL
- RANCHO MILPITAS MIDDLE SCHOOL



GALARZA ELEMENTARY SCHOOL: AERIAL



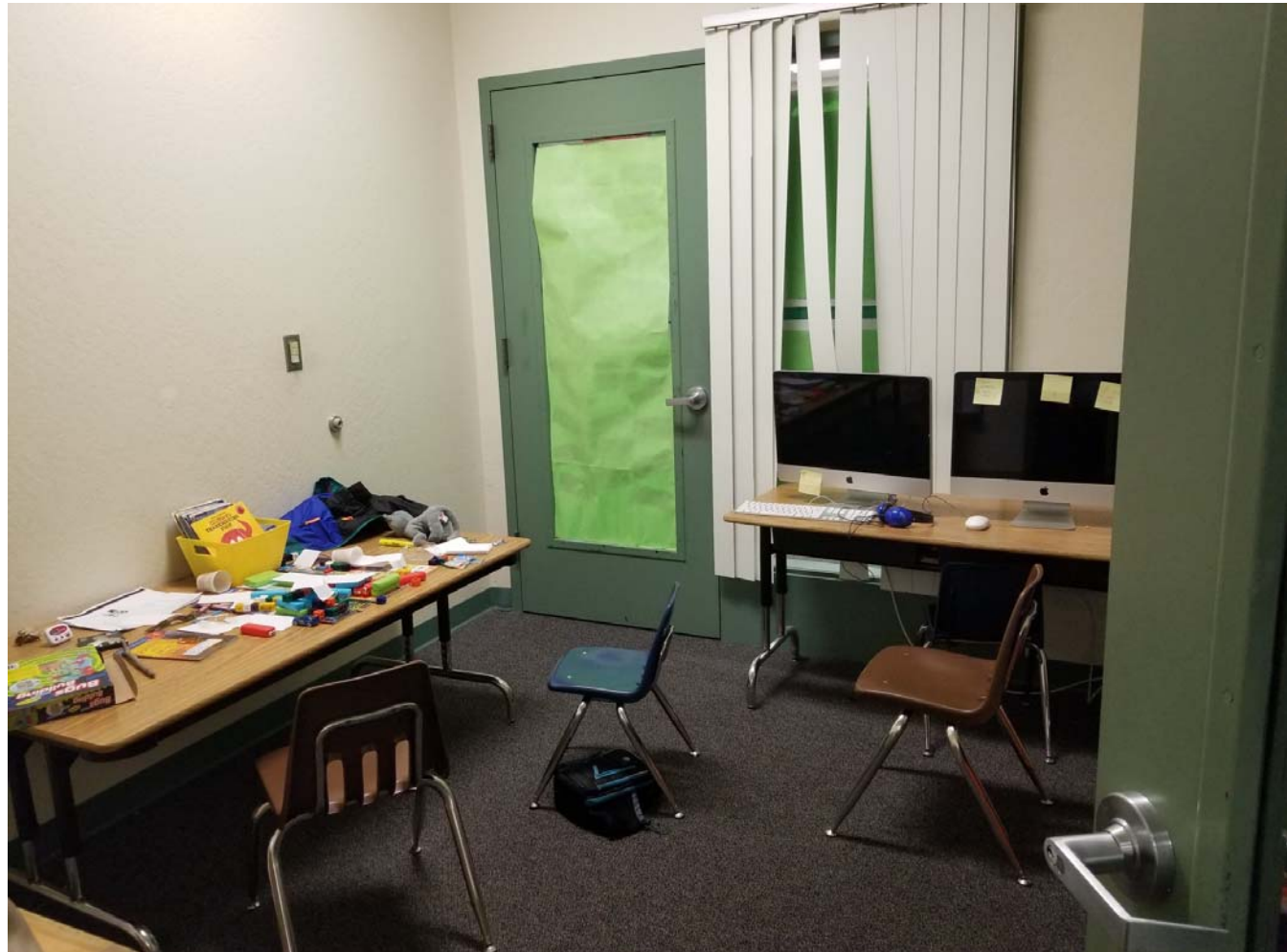
GALARZA ELEMENTARY SCHOOL: FLOOR PLAN & SITE PLAN



GALARZA ELEMENTARY SCHOOL: ROCK GARDEN



GALARZA ELEMENTARY SCHOOL: BREAKOUT ROOMS



GALARZA ELEMENTARY SCHOOL: BREAKOUT ROOMS



GALARZA ELEMENTARY SCHOOL: PARENT LITERACY ROOM



THEUERKAUF ELEMENTARY SCHOOL: SITE PLAN



THEUERKAUF ELEMENTARY SCHOOL: DRY CREEK BED



THEUERKAUF ELEMENTARY OUTDOOR CLASSROOMS CREATED AND IN FULL USE



THEUERKAUF ELEMENTARY OUTDOOR LEARNING TODAY



Kindergartners observing
Monarch caterpillars on native
milkweed



Edible Garden
Thriving with
Year Round
Harvests for
Farm to Lunch
Program



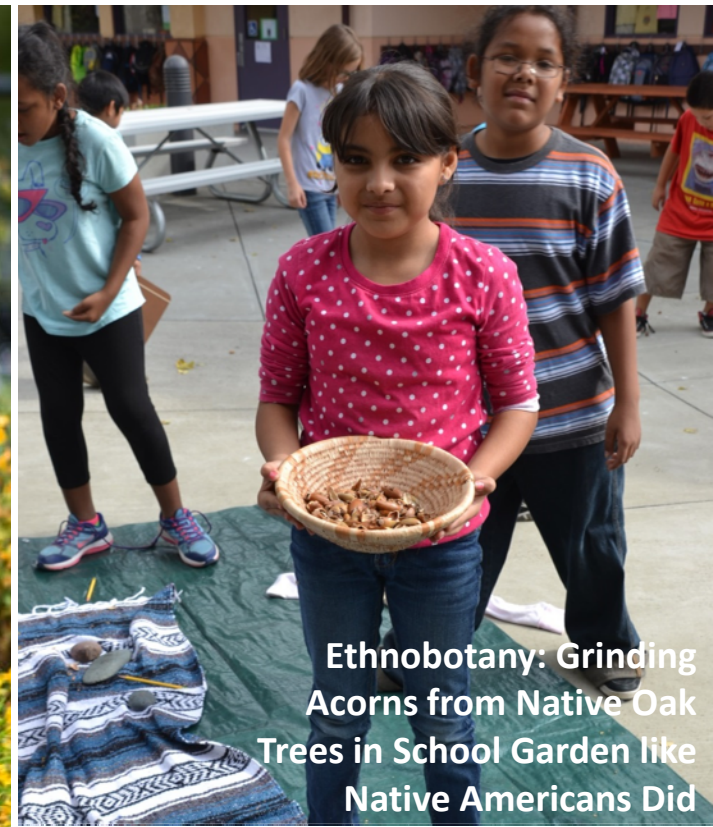
THEUERKAUF NATIVE HABITAT GARDEN - WELL USED AND WELL LOVED!



LEARNING IN OUTDOOR LEARNING ENVIRONMENTS



ENVIRONMENTAL LITERACY



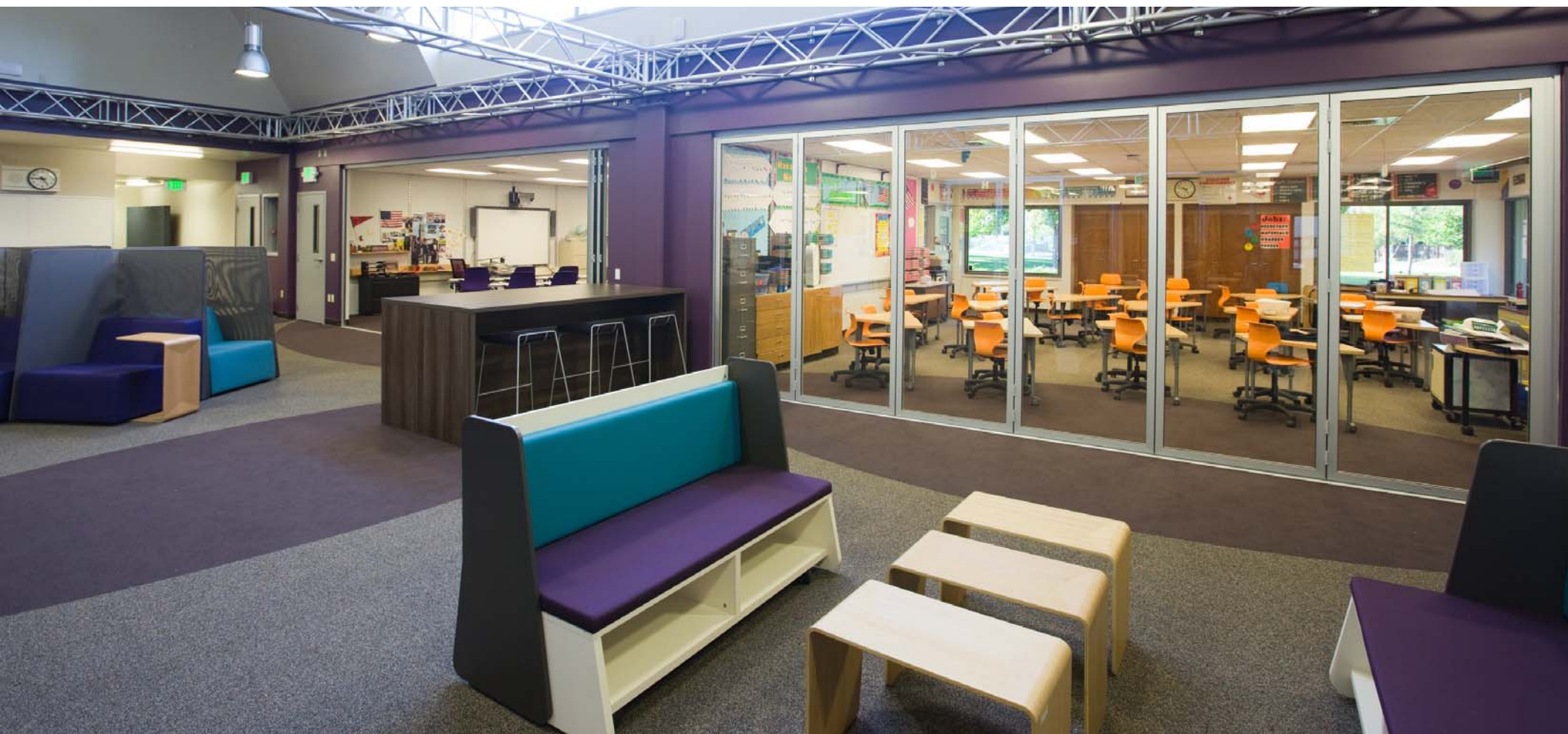
RANCHO MILPITAS MIDDLE SCHOOL: COLLABORATIVE LEARNING SPACE BEFORE



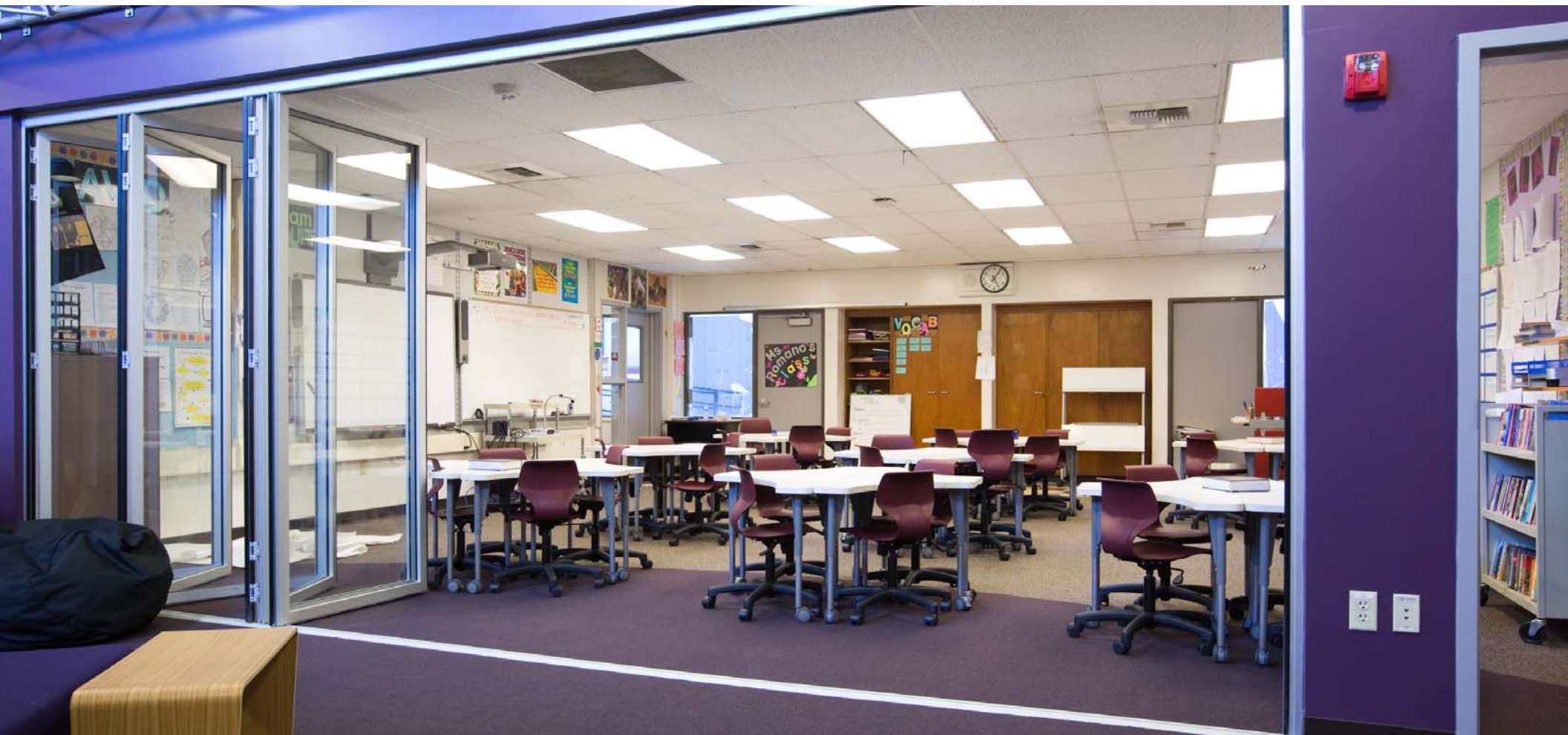
RANCHO MILPITAS MIDDLE SCHOOL: CLASSROOM BEFORE



RANCHO MILPITAS MIDDLE SCHOOL: COLLABORATIVE LEARNING SPACE



RANCHO MILPITAS MIDDLE SCHOOL: CLASSROOM



RANCHO MILPITAS MIDDLE SCHOOL: CLASSROOM



RANCHO MILPITAS MIDDLE SCHOOL: COLLABORATIVE LEARNING SPACE NOW



DISCUSSION

- WHAT ARE THE IMPLICATIONS?
- WHAT ARE WE LEARNING FROM THESE UNINTENDED CONSEQUENCES?
- HOW CAN WE ADJUST WHAT WE ARE DOING TO CREATE BETTER ENVIRONMENTS FOR LEARNING?





THANKS A4LE

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