WELCOME A4LE

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

A4LE 2018 Southwest Regional Conference

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.

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.

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
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
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
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Safety

“Sometimes I wake up at night dreading 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 violent, carry weapons to school, become distracted from school work, and experience lower levels of achievement (Skidmore, 2001; NCES, 2002). Violence in schools also lowers the quality of classroom instruction, making it difficult to concentrate on academic materials (Lentini, 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 (82.7%) surveyed agreed or strongly agree that their school is safe (Figure 1a).
- Older students, however, are less likely to feel safe at school – 13.4% of respondents in grades 9-12, compared to 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).

- Among 60% of respondents in grades 7-8 agree or strongly agree that students at their school fight a lot, compared with approximately 49% 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 63% (86.1% and 58.1% respectively), suggest that fighting is common at the schools they 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 (50.9%) (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 all 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).
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/students who reported being threatened or injured on school property during the previous 12 months, with a weapon on school property during the 2015, about 94 percent of students reported that the previous 12 months were available for 36 states and had not been threatened or injured with a weapon/the District of Columbia. Among these jurisdictions, on school property Table 4.3, in contrast, 3 percent of these students who reported being threatened or injured with a weapon on school property in 2015, and 1 percent each 11 percent in Arkansas (Table 4.3), 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).
'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, Desmond Floyds, 10, discuss what’s become a grim yet routine topic at schools: active shooter drills.

Atlanta Cooper/StoryCorps
CASE STUDIES: VCBO ARCHITECTURE

- ADMINISTRATOR FOLLOW THROUGH
- THE EVOLUTION OF TEACHER OFFICES
We want to believe......
If you build it, they will come.
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
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
THE EVOLUTION OF TEACHER OFFICES

Teacher Office Concepts

• Example of a 30+ Shared Teacher Office
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
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 OUTDOOR CLASSROOMS CREATED AND IN FULL USE
Kindergartners observing Monarch caterpillars on native milkweed
THEUERKAUF NATIVE HABITAT GARDEN - WELL USED AND WELL LOVED!
LEARNING IN OUTDOOR LEARNING ENVIRONMENTS
ENVIRONMENTAL LITERACY

Learning where food comes from

Matching the native plant with the wildlife it attracts

Ethnobotany: Grinding Acorns from Native Oak Trees in School Garden like Native Americans Did
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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