

2019 PIVOT ARCHITECTURE FELLOWSHIP  
SCHOOL DESIGN TOWARDS  
EQUITY & INCLUSIVITY



PRESENTATION & RESEARCH  
BY LUIGI GHERSI

# ACKNOWLEDGMENTS

|                  |                             |
|------------------|-----------------------------|
| MELANIE QUAEMPTS | WENAHA GROUP                |
| RYAN NOSS        | CORVALLIS SCHOOL DISTRICT   |
| JOHN WEEKES      | FAIA                        |
| RANDALL HEEB     | OP SIS ARCHITECTURE         |
| JOANN LE         | DAO ARCHITECTURE            |
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| MARCY HELLMAN    | 4J SCHOOL DISTRICT          |
| ALEX REYNA       | LA E-KISS                   |
| BETH CLARKE      | BETHEL SCHOOL DISTRICT      |
| BRENDA BARRIO    | WASHINGTON STATE UNIVERSITY |
| GERALD GAST      | UNIVERSITY OF OREGON        |
| CHERYL JACOBS    | NAC ARCHITECTURE            |

... AND EVERYONE AT PIVOT ARCHITECTURE

# WE HAVE A CULTURALLY DIVERSE STUDENT POPULATION



*SCHOOLS NEED TO BE EQUIPPED FOR EDUCATORS TO  
ATTEND THE NEEDS OF ALL STUDENTS, REGARDLESS  
OF BACKGROUND*

# CLOSING THE ACHIEVEMENT GAP

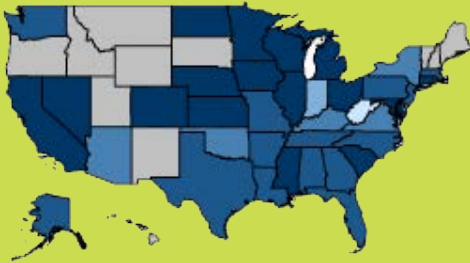


*PERSISTENT DISPARITIES IN MEASURES OF EDUCATIONAL PERFORMANCE  
AMONG SUBGROUPS OF U.S. STUDENTS, ESPECIALLY GROUPS DEFINED  
BY SOCIOECONOMIC STATUS, RACE/ETHNICITY AND GENDER*

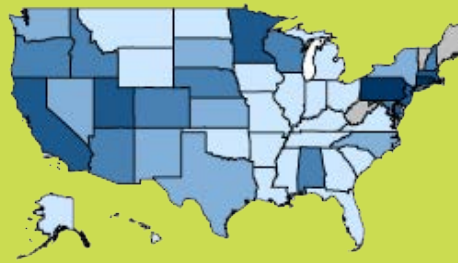


# ACHIEVEMENT GAPS AMONG EIGHT GRADERS - 2017

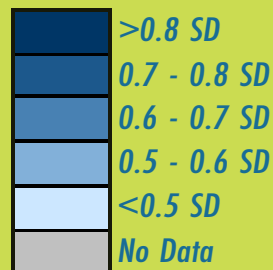
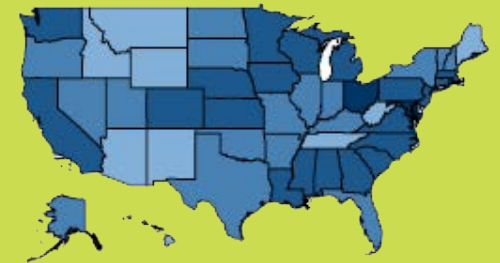
*White-Black achievement gap*



*White-Hispanic achievement gap*



*FRPL achievement gap*



*FRPL - Free or Reduced Price Lunch*

*NAEP - National Assessment of Educational Progress*

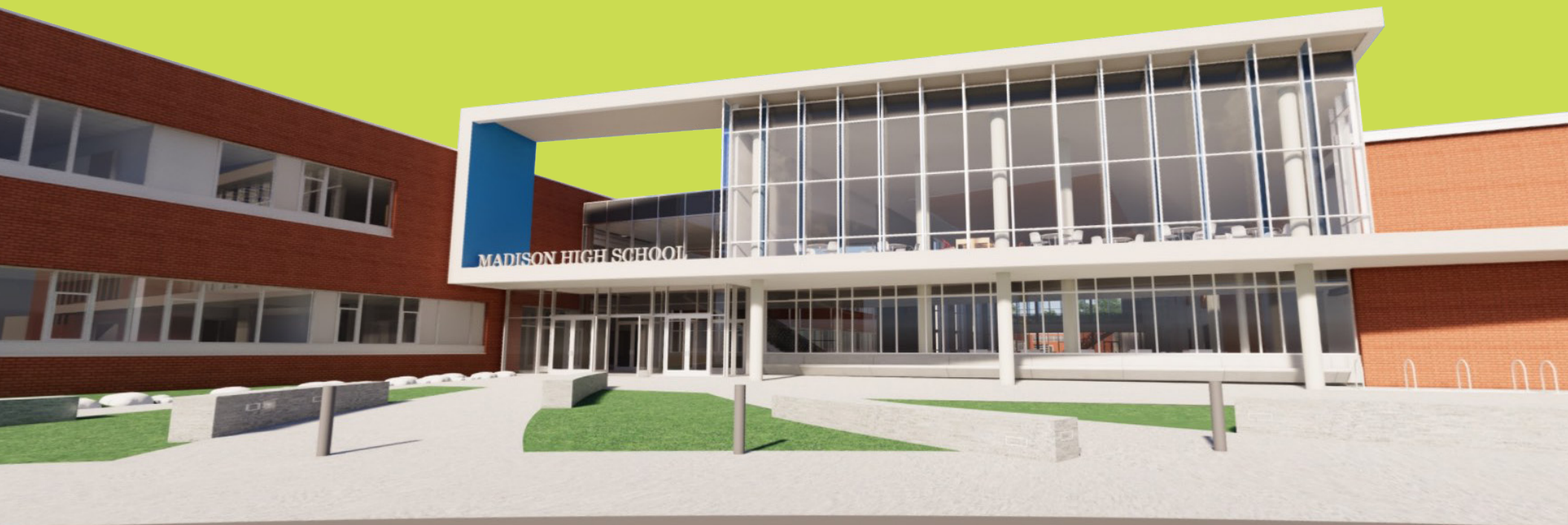
*Source: NAEP 2018*

# TREND IN ACHIEVEMENT GAPS AMONG FOURTH GRADERS



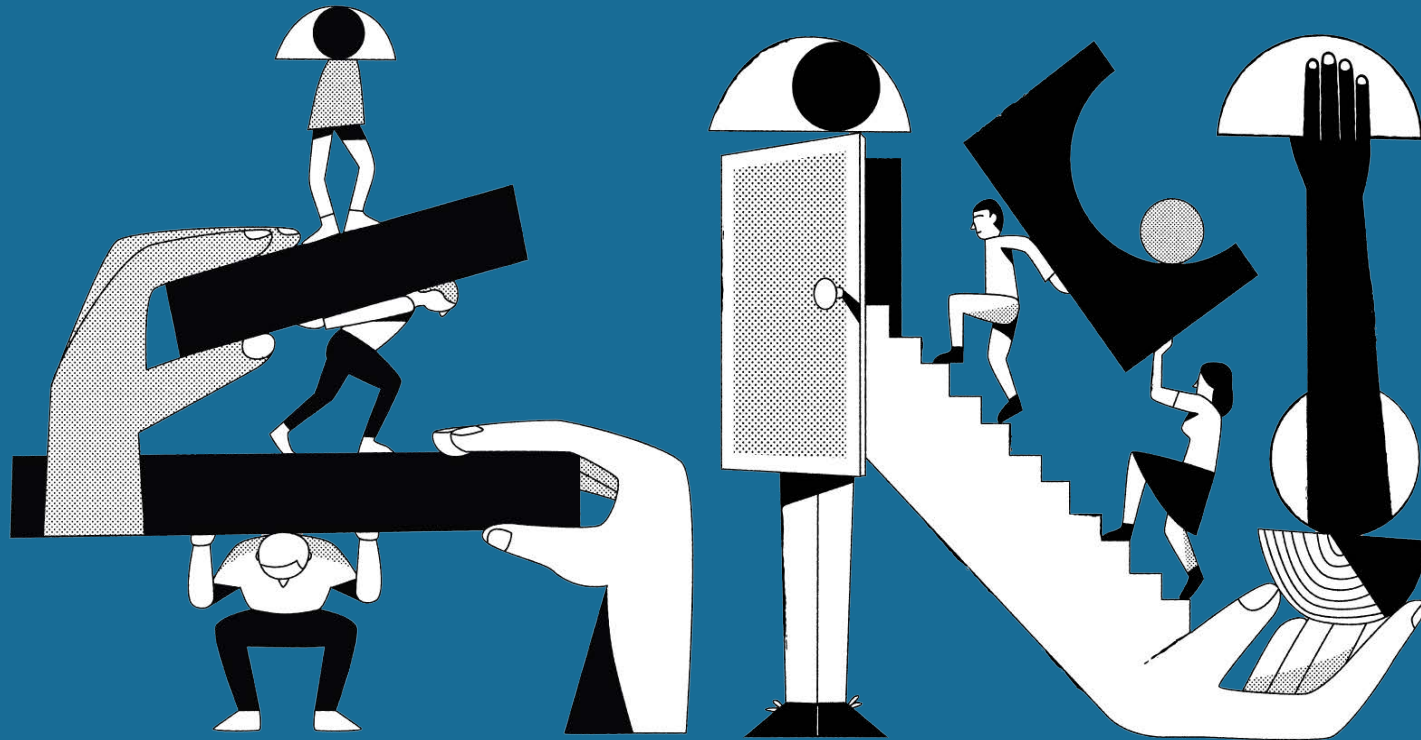
Source: NAEP 2018

# ARCHITECTURE FACILITATING EQUITY & INCLUSIVITY



*Madison High School, Portland OR - OPSIS Architecture/ DAO Architecture*

# WHAT DO WE MEAN BY **EQUITY**?



*EQUITY DOES NOT MEAN EQUALITY, EQUITY  
FOCUSES IN THE CONSCIOUS & PROPORTIONAL  
ALLOCATION OF RESOURCES FOR STUDENTS IN NEED*

# WHAT ABOUT INCLUSIVITY?



**INCLUSION INTO THE CULTURE OF THE SCHOOL, NOT THE  
DOMINANT CULTURE OF THE REGION. MAKING THE STUDENTS  
FEEL LIKE THEY BELONG**

# IMMIGRATION & REFUGEES IN PUBLIC SCHOOLS



# WHAT ARE THE **ARCHITECTURAL MANIFESTATIONS** OF THESE CONCEPTS?





# MY BACKGROUND





# GOING TO SCHOOL IN MY COUNTRY OF BIRTH



*MY EXPERIENCE ATTENDING SCHOOL IN LIMA, PERU*

# GOING TO SCHOOL IN THE UNITED STATES



*MY EXPERIENCE ATTENDING SCHOOL IN TITUSVILLE, FL*



# GOING TO SCHOOL IN THE UNITED STATES



*MY EXPERIENCE ATTENDING SCHOOL IN SALT LAKE CITY, UT*

# THE **PROCESS** OF THE RESEARCH



*HEARING DIRECTLY FROM THE PEOPLE INVOLVED  
MADE ME REALIZE THE COMPLEXITY OF THE ISSUES*

# MAIN IDEA



*HOW THE ARCHITECTURE FIELD CAN BE MORE AWARE  
& ACTIVE IN PRACTICES THAT WILL ULTIMATELY CREATE  
MORE EQUITABLE & INCLUSIVE LEARNING SPACES FOR  
PUBLIC SCHOOL STUDENTS*

# NO MAGIC SOLUTION



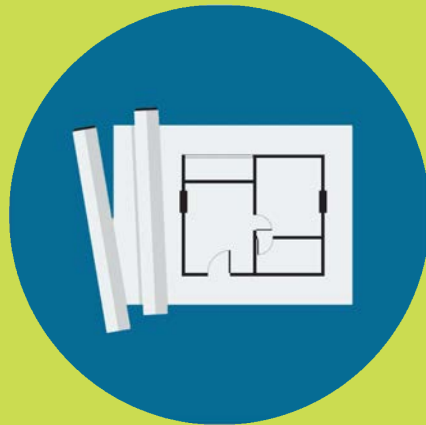
# OUTLINE OF THE PRESENTATION



CULTURE



PROCESS



SPACE



# CULTURE



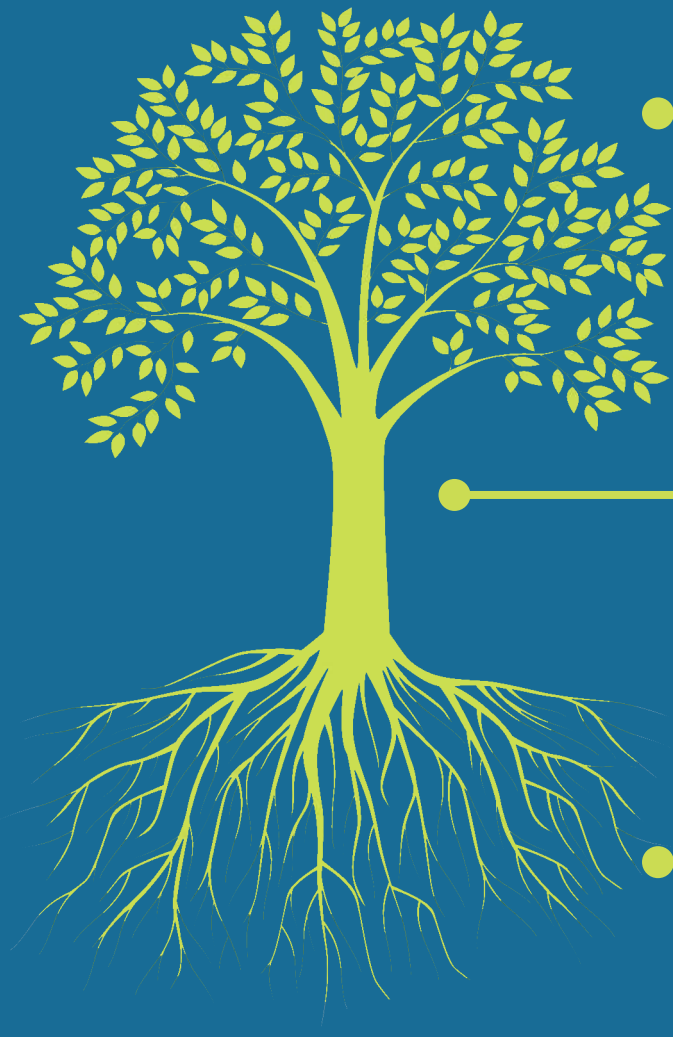
# CULTURALLY RESPONSIVE PRACTICES



***"PERSPECTIVE OF ONE'S OWN CULTURE DOES NOT  
REQUIRE CONTEMPT OR DISRESPECT FOR OTHER  
CULTURES"***

*-Cesar Chavez*

# THE LEVELS OF CULTURE



## *SURFACE CULTURE*

FOOD  
GAMES  
LITERATURE  
LANGUAGE

ART  
DANCE  
MOTIFS  
CLOTHES

## *SHALLOW CULTURE*

UNSpoken RULES  
PERSONAL SPACE  
EYE CONTACT

NON-VERBAL COMMUNICATION  
NATURE OF RELATIONSHIPS  
WAYS OF HANDLING EMOTION

## *DEEP CULTURE*

DECISION MAKING  
CONCEPTS OF SELF  
WORLD VIEW  
DEFINITION OF KINSHIP

SPIRITUALITY  
COOPERATION VS COMPETITION  
NOTIONS OF FAIRNESS  
RELATIONSHIP TO NATURE

*Hammond (2015)*

# SURFACE CULTURE (LOW EMOTIONAL IMPACT ON TRUST)



*OBSERVABLE AND CONCRETE ELEMENTS OF CULTURE  
SUCH AS FOOD, DRESS, MUSIC, AND HOLIDAYS*

# SHALLOW CULTURE (HIGH EMOTIONAL IMPACT ON TRUST)



*UNSPOKEN RULES AROUND EVERYDAY SOCIAL  
INTERACTIONS & NORMS*

# CULTURAL CAPITAL



*THE ACCUMULATION OF KNOWLEDGE, BEHAVIORS, AND SKILLS THAT DEMONSTRATES ONE'S CULTURAL COMPETENCE, AND THUS ONE'S SOCIAL STATUS OR STANDING IN SOCIETY*

# DEEP CULTURE (INTENSE EMOTIONAL IMPACT ON TRUST)



*AT THIS LEVEL, OUR BRAIN IS ENCODING ITSELF WITH  
THE PARTICULAR WORLD VIEW WE WILL CARRY INTO OUR  
FORMATIVE YEARS*

# DEEP CULTURE & THE BUILT ENVIRONMENT



*DEEP CULTURE SHAPES OUR SENSE OF THE WORLD &  
HELPS US FUNCTION IN OUR ENVIRONMENT*



# SCHOOL CULTURE AND ACADEMIC PRESS



*BOTH CONCEPTS SHOULD BE LOOKED AT,  
THOUGHT ABOUT, AND ACTED UPON IN A UNIFIED  
& COORDINATED MANNER*

# STUDENTS, CULTURE, AND IDENTITY



*STUDENTS BRING THEIR CULTURES, IDENTITIES, & STORIES.  
THESE THINGS PROVIDE THE MUCH OF THE CONTEXT FOR  
HOW THEY VIEW THE WORLD*

# HEGEMONY & PUBLIC SCHOOLS



*PUBLIC SCHOOLS ARE THE LAST INSTITUTIONS WHERE  
PEOPLE FROM DIFFERENT CULTURAL BACKGROUNDS  
CAN BE EXPOSED TO EACH OTHER REGULARLY*

# LANGUAGE IMMERSION SCHOOLS



*CONVERGENCE OF CULTURES & SOCIOECONOMIC STATUSES*

# CREATING A COLLECTIVE CULTURE IN SCHOOLS



*EFFECTIVE SCHOOLS SHOULD MAKE BUILDING  
CULTURE PART OF A PLANNED STRATEGIC EFFORT*

# A TRULY **UNIFIED** SCHOOL



*AN OVERALL SCHOOL CULTURE CAN UNIFY ALL THE  
STUDENTS TOWARDS THE SAME GOALS*

# PROCESS



# FIRST, LET'S LOOK AT THE ARCHITECTURE PROFESSION



# THE ROLE OF ARCHITECTS



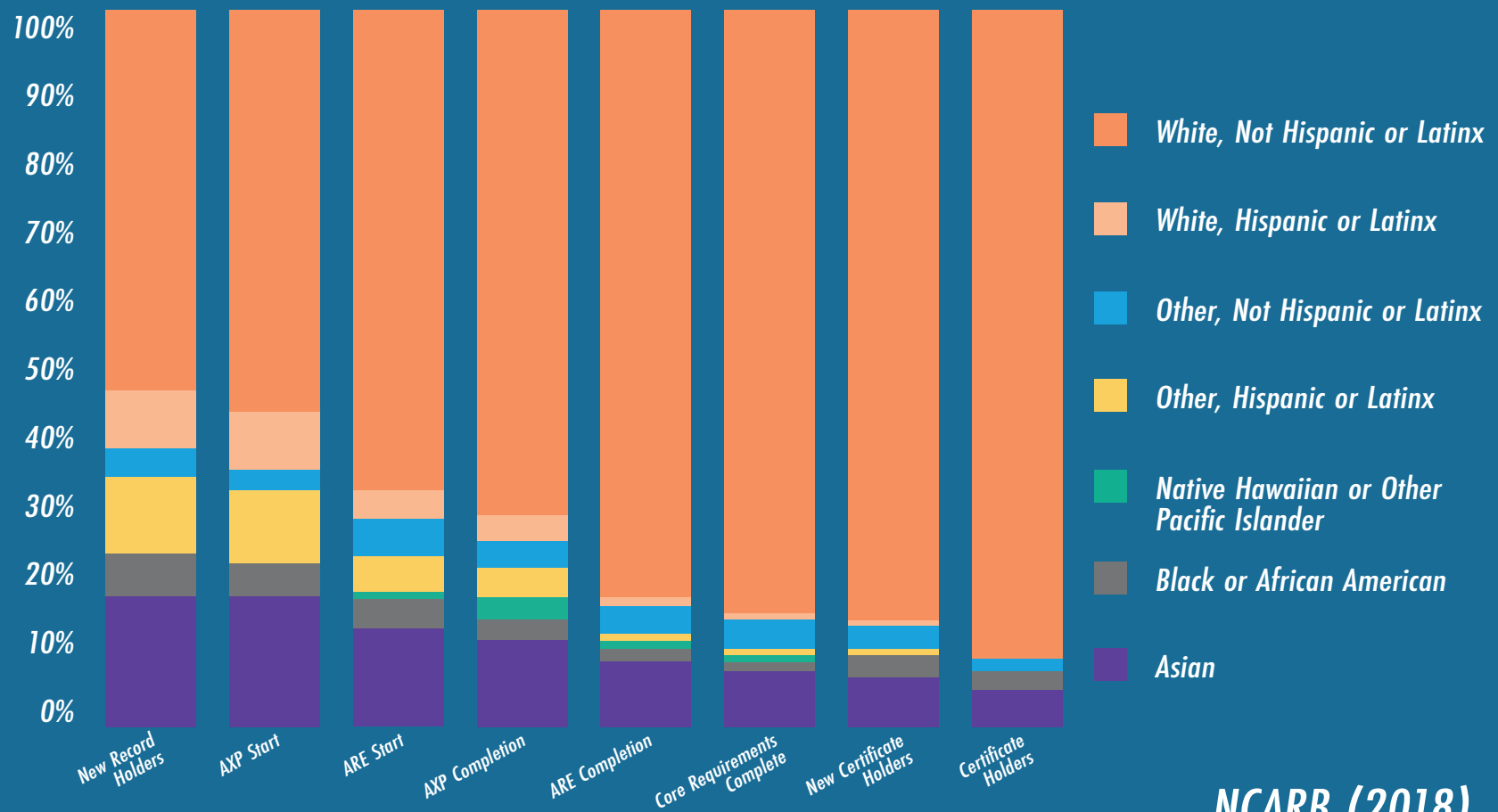
*THINKING THAT WE CAN SOLVE ALL THE SCHOOL'S  
PROBLEMS THROUGH DESIGN IS MISGUIDED*

# THE **PROCESS** IS THE MOST MEANINGFUL FACTOR



*RESEARCH, PLANNING, & WORKING DIRECTLY WITH  
COMMUNITIES & THEIR LIVED EXPERIENCES ARE THE  
BACKBONE OF GOOD SCHOOL DESIGN*

# DIVERSITY IN ARCHITECTURE



NCARB (2018)

**RACIAL & ETHNIC DIVERSITY ALONG CAREER STAGES IN ARCHITECTURE**

# WORKING WITH A DIVERSE TEAM



RECOGNIZING *COGNITIVE BIAS* WITHIN THE DESIGN TEAM

# EXTENDING EQUITY BUILDING TO THE **DESIGN TEAM**



# CHECKING OUR COGNITIVE BIAS



*COGNITIVE BIASES ARE OFTEN A RESULT OF YOUR BRAIN'S  
ATTEMPT TO SIMPLIFY INFORMATION PROCESSING*

# THE **PSYCHOLOGY** OF BIAS



*IT'S IMPORTANT TO **RECOGNIZE OUR OWN BIAS**, SPECIALLY WHILE DESIGNING FOR MULTICULTURAL STUDENTS. ALWAYS CHECK WITH THE STAKEHOLDERS FIRST*



# GET TO KNOW THE COMMUNITY!



*GETTING INFORMATION **DIRECTLY FROM THEM** & AVOID MAKING  
DECISIONS BASED ON YOUR OWN BIAS*

# GO TO THEM!



*DON'T EXPECT THE COMMUNITY TO COME TO YOU, GO TO THEM  
AT EXISTING COMMUNITY BUILDING MEETINGS*

# EQUITY THROUGH PARTICIPATORY DESIGN



*FAMILIES AND COMMUNITIES POSSESS VITAL KNOWLEDGE & EXPERTISE, NOT ONLY ABOUT THEIR OWN INDIVIDUAL CHILDREN BUT ALSO ABOUT THEIR COMMUNITIES, THEIR HISTORIES, & SYSTEMIC EDUCATIONAL INEQUITIES IN & OUT OF SCHOOLS*

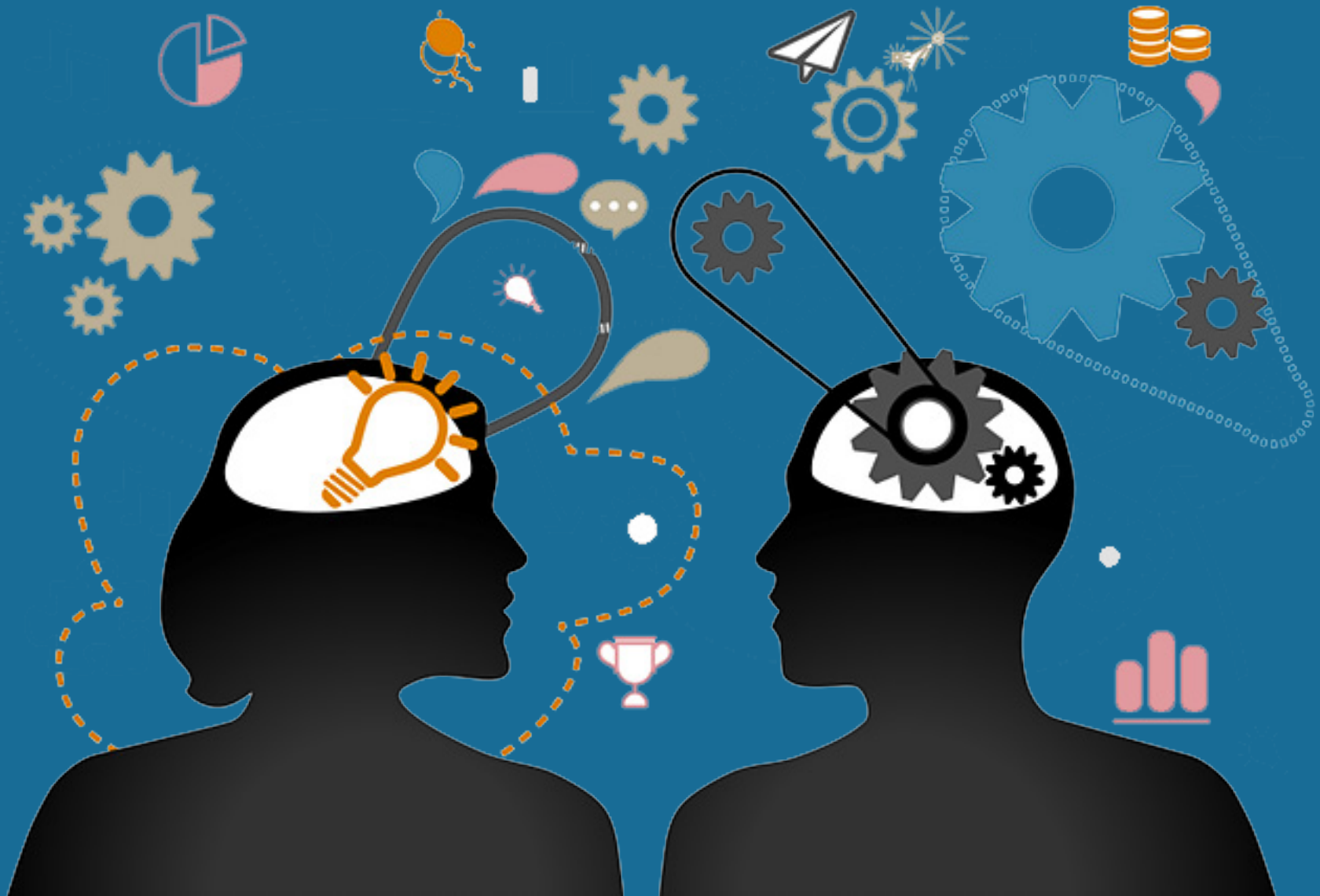
# THE IMPORTANCE OF USING VISUAL TOOLS



# SPACE



# THE **NATURE** OF THIS SECTION





# THE EVOLUTION OF AMERICAN SCHOOL DESIGN



The beginning

The rise





# THE **EVOLUTION** OF AMERICAN SCHOOL DESIGN

The shortage



The decline

# THE EVOLUTION OF AMERICAN SCHOOL DESIGN



*Sidwell Friends Middle School, Washington, DC - KieranTimberlake*

**SECURITY**



# KEEPING STUDENT CONCERNS IN MIND FOR SCHOOL SECURITY



*Portola High School, CA - HMC Architects*

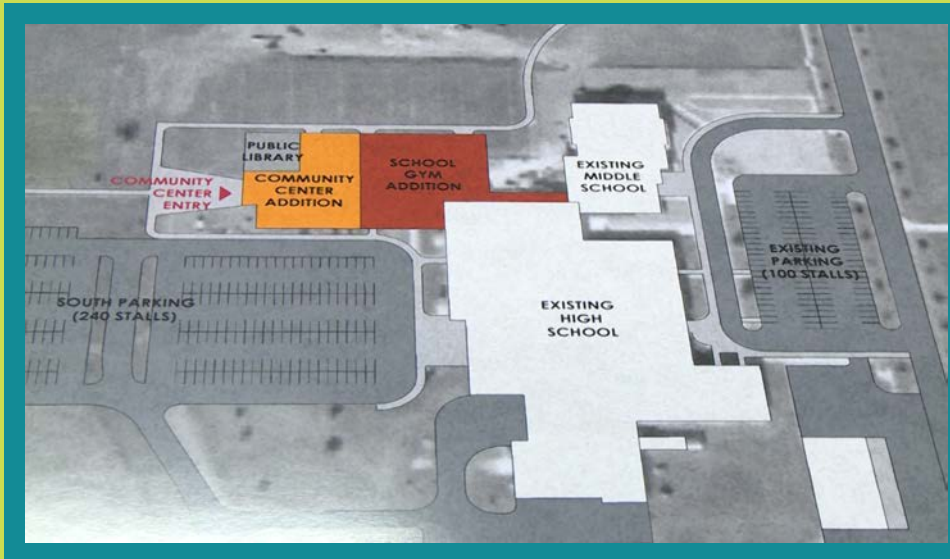
***NOT ONLY DESIGN TO KEEP STUDENTS SAFE FROM INTRUDERS AND OTHER STUDENTS WHO WISH TO DO THEM HARM, BUT ALSO ELIMINATING SPACES THAT CAN SERVE TO TEMPT THEM TO ENGAGE IN SELF-DESTRUCTIVE BEHAVIOR***

# SAFE SPACES IN RESPONSE TO MICROAGGRESSIONS & BULLYING



# DESIGNING SCHOOLS AS COMMUNITY CENTERS

# OPENING SCHOOL FACILITIES FOR PUBLIC USE



*Arcadia High School, Arcadia CA  
- suoLL Architects*





# ADDRESSING THE ECONOMIC NEEDS OF THE COMMUNITY



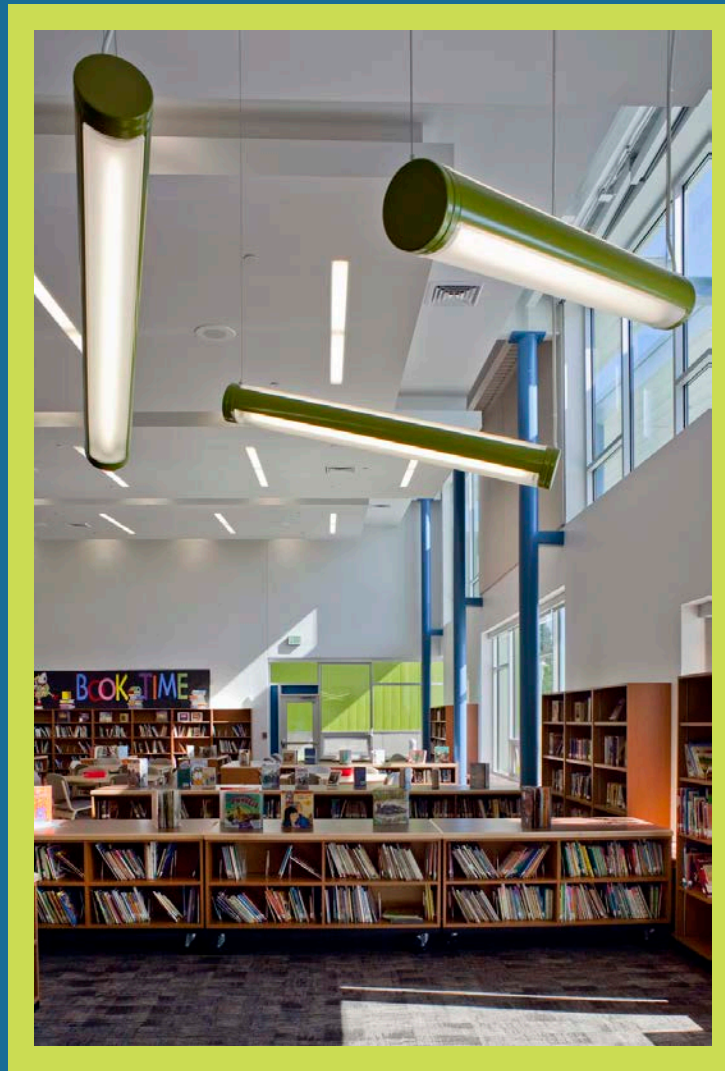
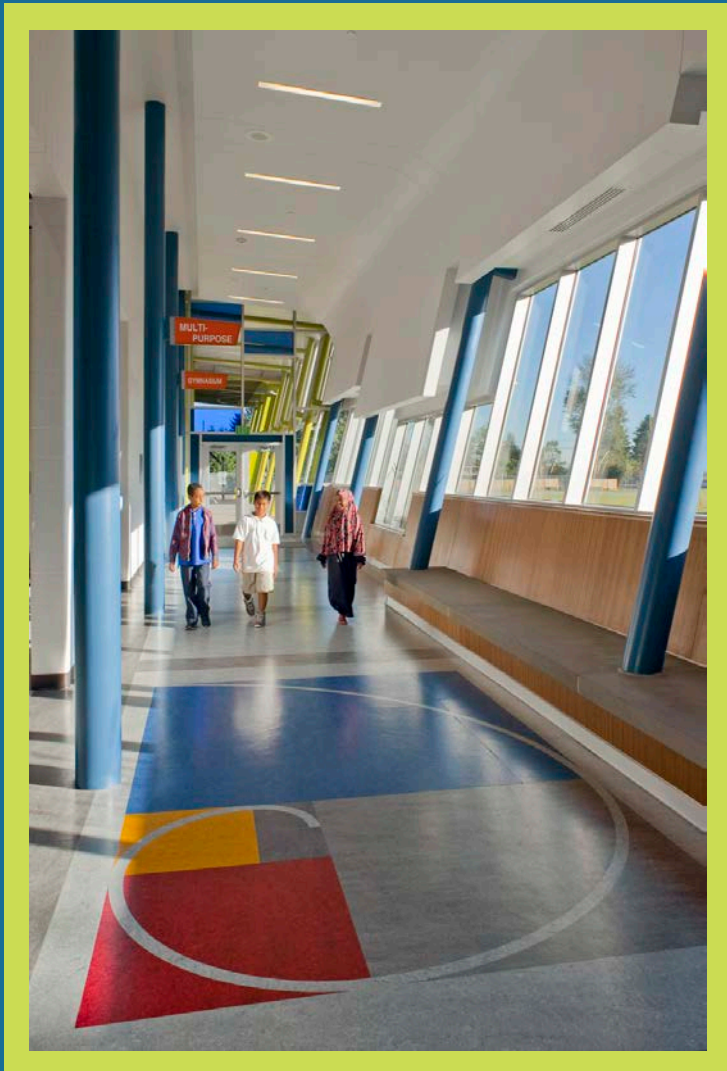
*Crescent Valley High School, Corvallis OR - PIVOT Architecture*

# WORKING WITH THE FACILITY'S MASTER PLAN & ED-SPEC



# IMAGE OF THE SCHOOL

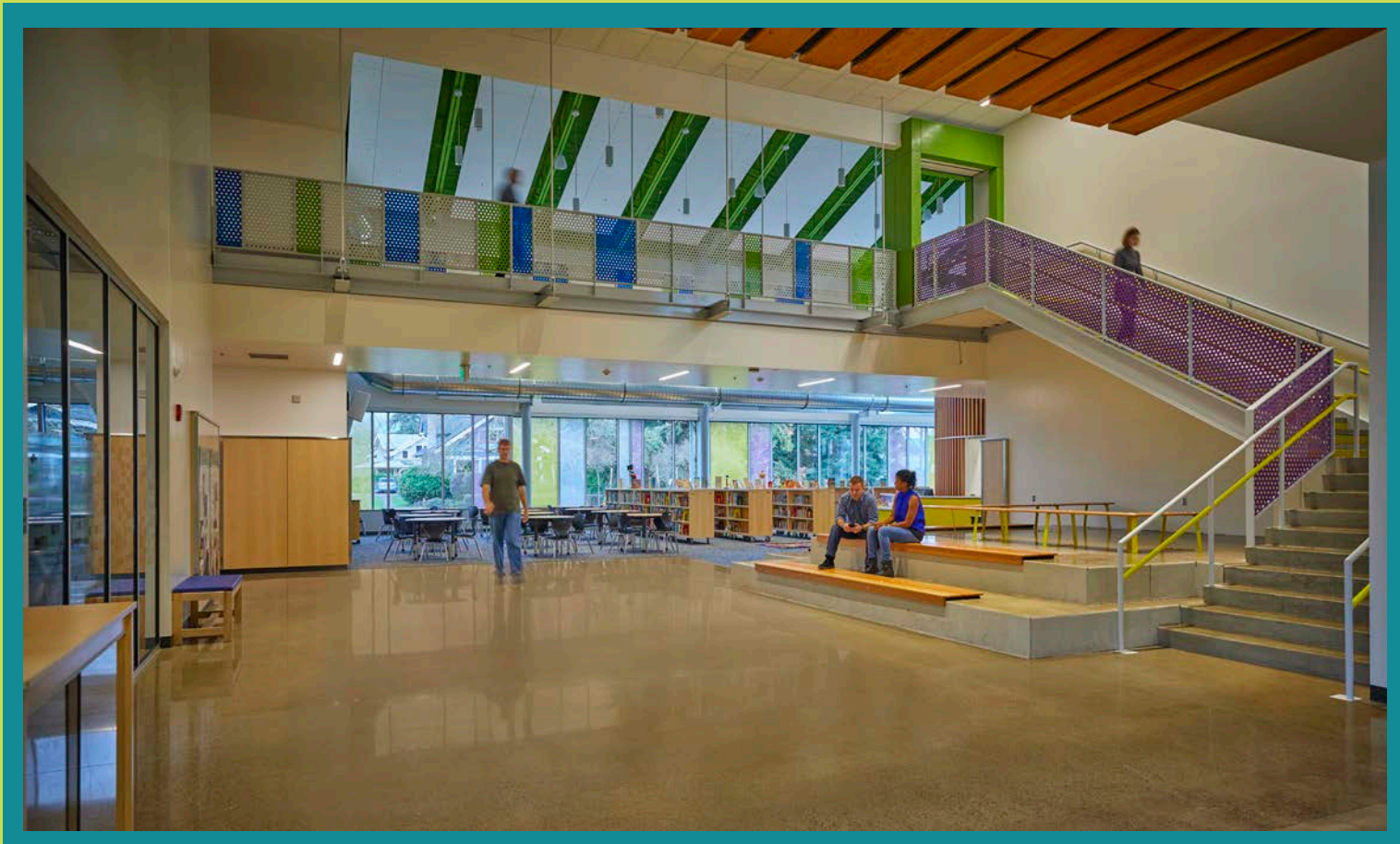
# DESIGNING APPROACHABLE & WELCOMING SCHOOL SPACES



*McMicken  
Elementary, SeaTac  
WA -  
TCF Architecture*

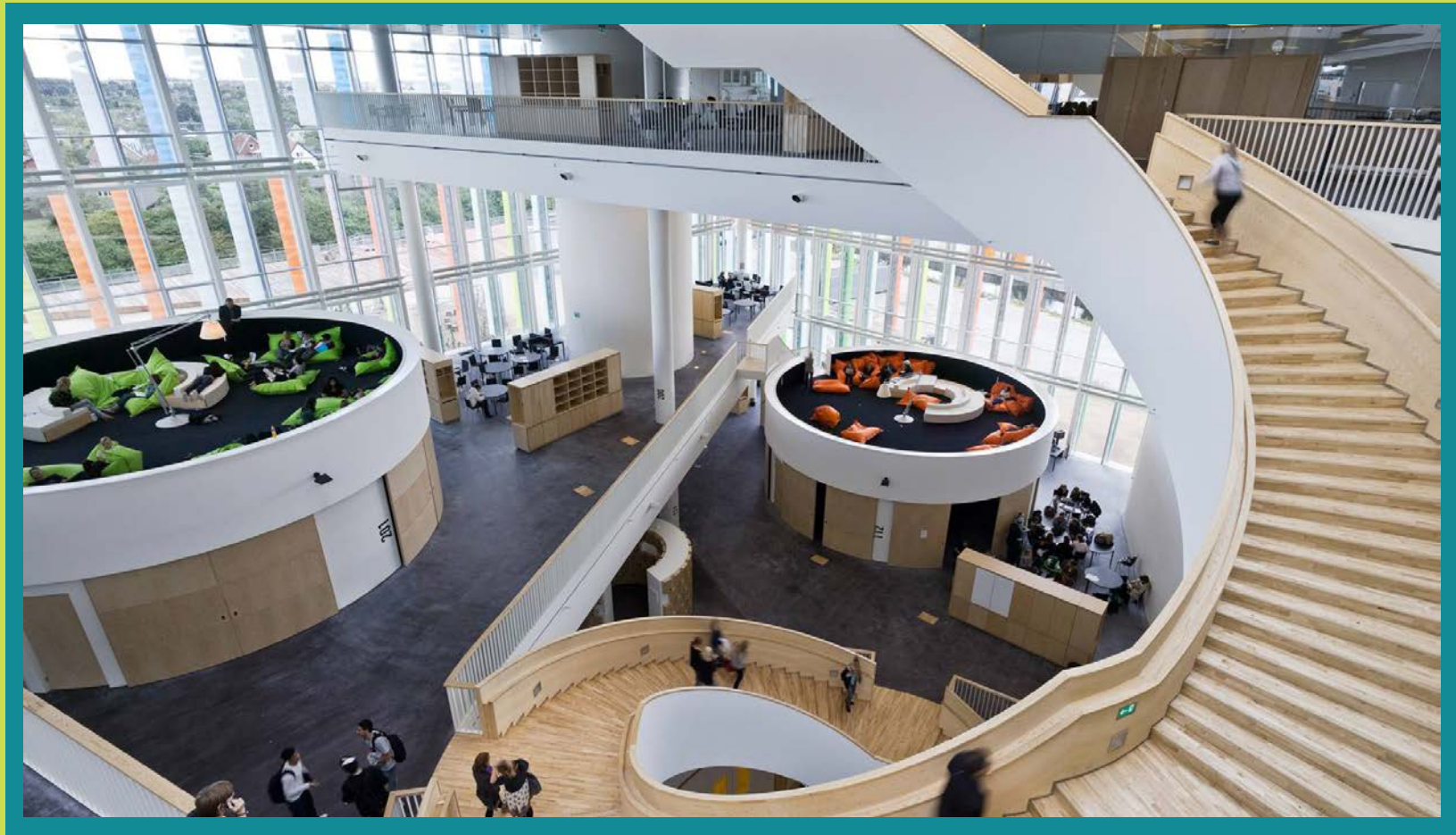


# COMMON SPACES & ADJACENCY



*River Road Elementary School , Eugene OR - PIVOT Architecture*

# CREATING SPACES FOR LEARNING PARTNERSHIPS



*Ørestad High School, Copenhagen Denmark - 3XN Architecture*



# BLURRING THE LINE BETWEEN SCHOOL & HOME



LAUNDRY



KITCHEN



BREAKFAST



SEATING  
LIKE HOME



Westside School, Seattle WA - SKL Architects



SPRING Learning, Hong Kong - Joey Ho Design



# SIGNAGE & LANGUAGE DEPENDENCY



# RE-THINK THE **FORMAT** OF A CLASSROOM

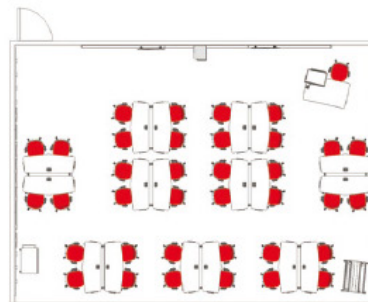


*Rockford Public School, Rockford IL - Darren Poon, Eric Wyzkowski*

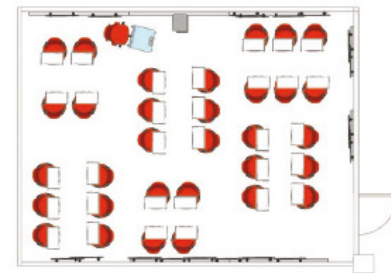
# CLASSROOM DESIGN AFFECTING ENGAGEMENT THROUGH **ACTIVE LEARNING**



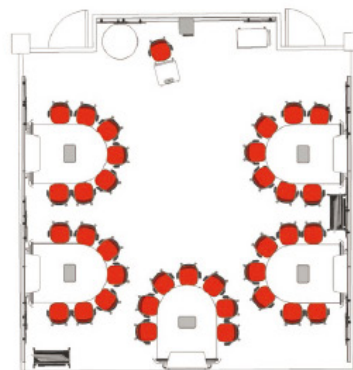
**Figure 1:** Standard Classroom



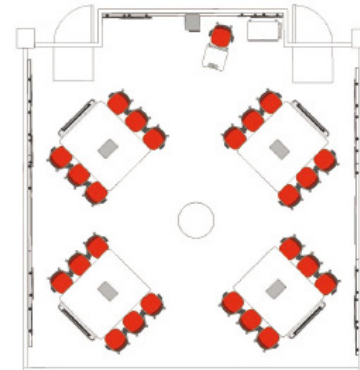
Verb classroom



Node classroom



media:scape classroom



LearnLab (or media:scape LearnLab)

**Figure 2:** Steelcase Advanced Learning Environments – 4 Scenarios

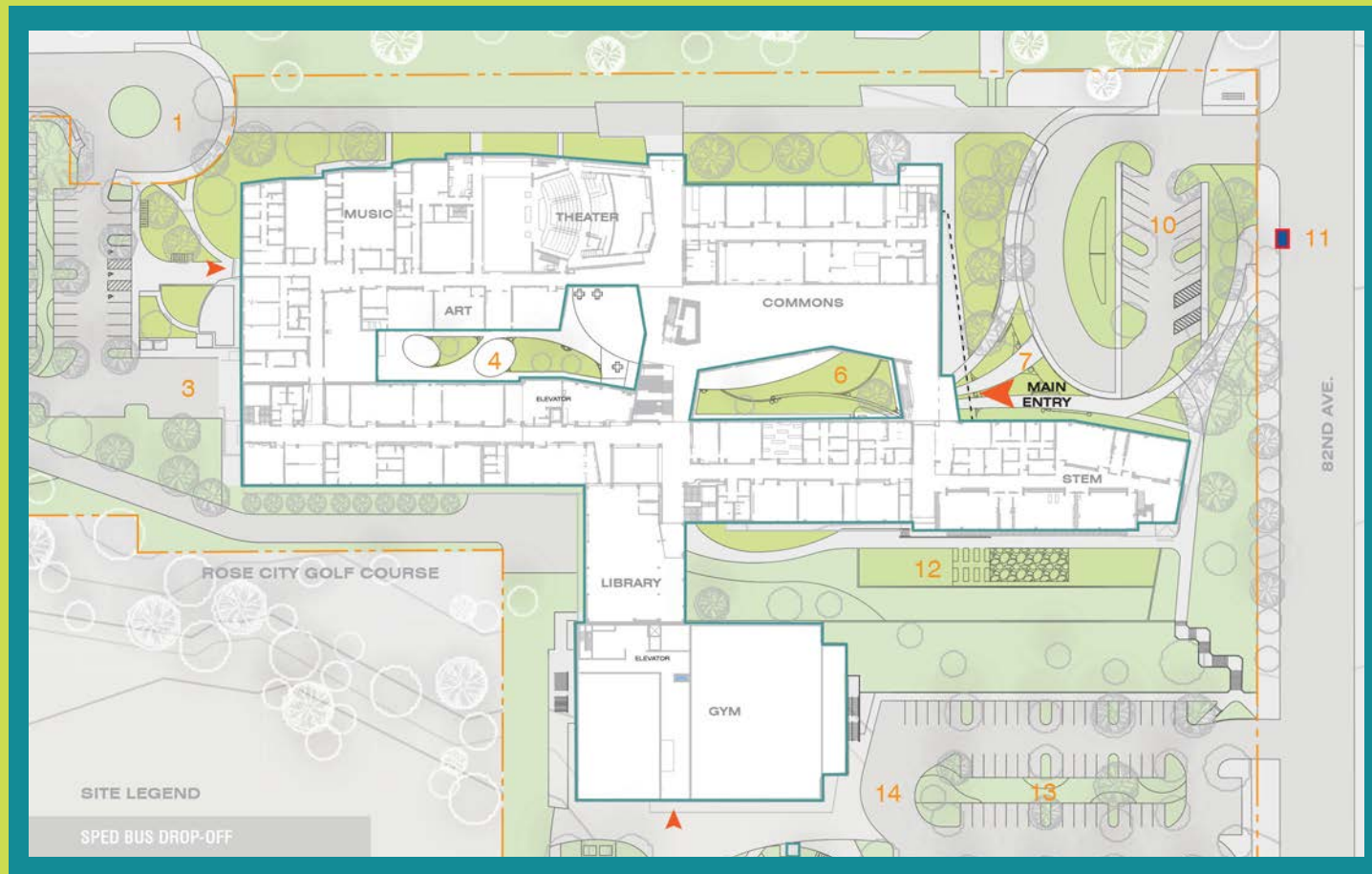


# CLASSROOM FLEXIBILITY



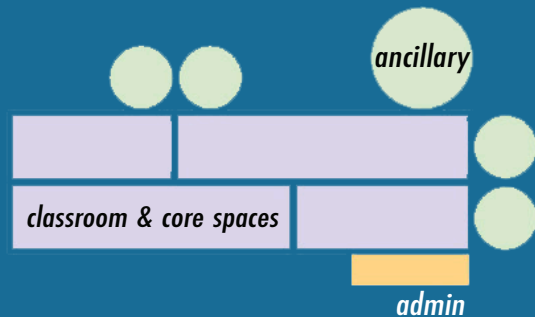
*Howard Elementary School, Eugene OR - PIVOT Architecture*

# VISIBILITY OF AMENITIES



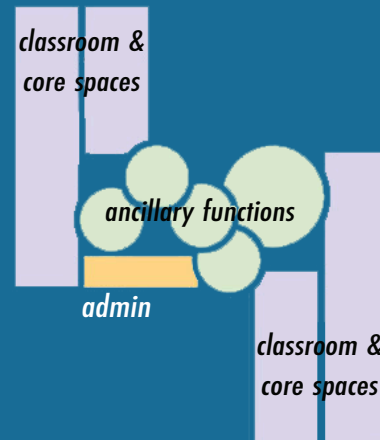
*Madison High School, Portland OR- OPSIS Architecture/DAO Architecture*

# RE-THINK THE LAYOUT OF ANCILLARIES



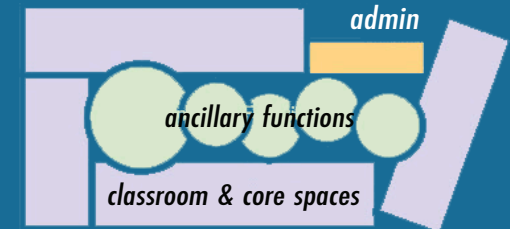
## Typical Layout

Double-loaded corridor with ancillary program volumes. Remote distances to ancillary functions.



## Hybrid Layout

Shorter, double-loaded corridors. Shared, central access to overlapping, combined ancillary program.



## Centralized

Single-loaded loop corridor creates diffusion of program. No longer ancillary - but critical.

Rockford Public School, Rockford IL - Darren Poon, Eric Wyzkowski



# WORKING WITH **WRAPAROUND** SERVICES



S.U.N. (Schools Uniting  
Neighborhoods)



# WORKING WITH WRAPAROUND SERVICES

BOYS & GIRLS CLUB

SHARED USE

ELEMENTARY SCHOOL



*Rosa Parks School, Portland OR - DOWA*



# CONCLUSION

# SCHOOLS AS REFLECTION OF OUR SOCIETY



# HOW ARCHITECTURE & CULTURE CONVERGE



*River Road Elementary School , Eugene OR - PIVOT Architecture*

# PRACTICES TOWARDS EQUITY

- *APPLY CULTURAL RESPONSIVE PRACTICES*
- *IDENTIFY THE DEEP CULTURE OF THE STUDENTS*
- *PROMOTE A COLLECTIVE CULTURE FOR THE SCHOOL*
- *UNDERSTAND YOUR ROLE AS AN ARCHITECT*
- *LISTEN AND TRULY ACKNOWLEDGE THE COMMUNITY*
- *CREATE AN ENVIRONMENT OF CO-DESIGN WITH THE COMMUNITY*
- *LISTEN TO THE STUDENT'S SAFETY CONCERNS*
- *BLUR THE LINE BETWEEN THE SCHOOL AND A COMMUNITY CENTER*
- *DESIGN FLEXIBLE SPACES*
- *MAKE LEARNING VISIBLE*

**THANK YOU**  

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**QUESTIONS?**