



CORE COMPETENCIES

Competency	Topics/Knowledge Areas	Skills	Traits/Characteristics
<p>Educational Visioning:</p> <p>Exhibits an understanding of best and next practices related to educational leadership, programming, teaching, learning, planning and facility design – establishing credibility with educators, community members and design professionals while being able to conceive and lead a visioning process. Demonstrates the ability to articulate the impact of learning environments on teaching and learning and uses that ability to facilitate a dialogue to uncover the unique needs and long range goals of an educational institution and its stakeholders – translating that into an actionable written/graphic program of requirements for the designer.</p>	<ul style="list-style-type: none"> • Best Practices of Education, Planning, and Design • Educational Planning Trends • Impact of Facilities on Teaching and Learning • Trends in Educational Theory • School Management • Exemplary Projects • Facility Design Trends • Educational Technology • Funding of Education 	<ol style="list-style-type: none"> 1. Ability to facilitate a dialogue to identify core needs and goals to define a successful project through a clear vision and mission. 2. Ability to diagnose a learning organization's needs and offer appropriate leadership and direction as required to build consensus for a shared vision. 2. Ability to align current thought on educational concepts from school management, curriculum and instructional delivery to physical space. 3. Aptitude for translating verbal description of a vision to a visual depiction. 4. Capacity to synthesize a graphic or verbal vision to articulate a written narrative. 5. Translate community education program vision into language that is actionable for an architect. Bridging the architect and the educational community. Listening, distilling, refining the vision of the educational community and translating that vision for a designer. 6. Ability to resolve disagreements and to provide a clear path forward for learning communities. 	<ul style="list-style-type: none"> • Ability to build empathy with administrators, educators, staff, students and parents while engaging the learning community during the planning process. • Judgement in determining whether a learning organization during a planning process needs an expert providing direction, a facilitator providing support, a coach providing guidance, or a manager who can delegate. • Curiosity to understand the experience of district level, building level and classroom level educators, in the delivery of education from a planner's perspective. • Carefully observe activities and experiences in school buildings and learning environments with district level leadership, educators, staff and students to gain a working understanding of the challenges faced by a learning community. • Commitment to develop a working knowledge of educational culture and practice. • Patience to listen and clearly document diverse opinions regarding educational needs and goals.



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<p>Community Engagement</p> <p>Leads community-wide research processes through group facilitation, strategic conversations, qualitative and quantitative surveys, along with board and administrative workshops to discover, articulate and communicate a community-based foundational vision that will form the basis of a plan for the design of learning environments. Demonstrates the skill to resolve stakeholder issues while embedding a community's unique vision into the vision for its schools.</p>	<ul style="list-style-type: none"> • Communication • Leadership • Group Facilitation • Qualitative Research • Quantitative Research 	<ol style="list-style-type: none"> 1. Clearly and confidently communicates with users 2. Formulates potential courses of action to achieve objectives based on an in-depth understanding of the community and its values 3. Develops appropriate solutions based on the unique values and vision of community 4. Identifies potential implications of proposed policy options. 5. Communicates to specific target audiences – end user groups, contractors, administrators, consultant teams as well as industry and community constituents. 6. Prioritizes and clarifies direction for project scoping and selection as well as long range planning. 7. Ability to conduct and lead planning meetings and resolve different opinions and priorities of project interest groups, departments or stakeholders to gain consensus for desired outcomes. 8. Finds innovative solutions to resolve stakeholder issues without imposing personal or professional biases, while being able to embed community's vision into a vision for the facilities. 	<ul style="list-style-type: none"> • Communicates in a manner which is clear, fluent and holds the audience's attention. • Understands concerns of others and plans responses and reactions accordingly. • Anticipates challenges and finds effective ways to address them. • Effectively manages strong emotions in high pressure situations. • Actively monitors personal preferences to stay open to community and user input. • Builds and supports a balanced team that complement each other's strengths and weaknesses. • Identifies potential issues and setbacks and guides team to optimize outcomes. • Thorough knowledge of educational facility master planning and space usage with specific understanding of programming, design functionality, cost estimating, construction and project management. • Communicates a vision that generates enthusiasm and commitment. • Effectively negotiates with clients/stakeholders to achieve desired outcomes. • Formulates and communicates public policy options and recommendations. • Gains commitment by communicating the reasons for the change and the risks of not changing. • Actively promotes and drives change using broad influencing skills to overcome barriers and gain support. • Manages complex stakeholder issues that are integral to the change process.



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<p>Educational Facility Pre-Design Planning</p> <p>Manages a master planning process that combines educational planning, facilities assessment and utilization, demographic research, capital planning and educational specifications with a community-based vision to establish a plan for learning environments. This includes the ability to translate existing or aspirational instructional models to specific programming and spatial relationships.</p>	<ul style="list-style-type: none"> • Master Planning • Capital Planning • Facility Assessment & Utilization • Demographics • Educational Specifications 	<ol style="list-style-type: none"> 1. Short (5 years) and Long-term (10 year) Planning 2. Cost modeling 3. Site evaluation & selection 4. Preparing options including new schools and modernizations with and without additions 5. Assess state of existing facilities 6. Applies educational scheduling, programming and impact of district "best practices" on utilization 7. Estimate facility utilization 8. Estimate the impacts of population increase/decrease 9. Applies demographic data to short and long-term capital planning 10. Prepares detailed broad educational concepts for school, its operations, scheduling, approach to learning/teaching as basis of educational specifications 11. Prepares detailed specifications of each space of new or modernized facility. 	<ul style="list-style-type: none"> • Implements complex strategies to build buy-in and support from key internal and external clients or stakeholders. • Quickly sums up complex options and recommends a clear way forward; monitors overall project performance against project plans.
<p>Design of Educational Facilities</p> <p>Acts as a resource to the design team in providing ongoing guidance and support to ensure that the emerging and ultimate design aligns with the established community vision, education goals, future programming, written design standards, best/next practices and education policy.</p>	<ul style="list-style-type: none"> • Design of Educational Facilities • Interface with Design Systems Experts • Design Guidelines and Uniform Design Standards • Sustainable Design and resource stewardship 	<ol style="list-style-type: none"> 1. Ability to translate the needs of instructional models to specific programming spatial relationships. 2. Ability to facilitate creation of design guidelines to accommodate program use functions and systems standards. 3. Ability to align a school community's values with building systems strategies that allows a school to practice positive resource stewardship. Understanding of opportunities to create teachable moments for resource stewardship and environmental instruction within a school facility solution. 4. Ability to understand the relationship between aspirational goals and vision, and aesthetic values in a proposed solution 5. Able to identify opportunities to create flexibility in spatial relationships to accommodate complex and often competing needs. 	<ul style="list-style-type: none"> • Implements complex strategies to build buy-in and support from key internal and external clients or stakeholders. • Quickly sums up complex options and recommends a clear way forward; monitors overall project performance against project plan



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<p>Educational Facility Implementation, Project Management/Project Delivery</p> <p>Has a working understanding of how the following areas impact the facility program: regulations and policies; project delivery methodologies; scheduling; preventative maintenance; life-cycle planning; and systems commissioning.</p>	<ul style="list-style-type: none"> • Project Delivery Methods • Project Costs & Budgeting • Project Scheduling • Facility Operations & Maintenance • Project Evaluation • Commissioning 	<ol style="list-style-type: none"> 1. Has understanding of projects potential risks and the ability to anticipate and mitigate risks where possible for acceptable project outcomes. 2. Understands of regulations and codes impacting a facility program including working with local jurisdiction authorities. 3. Has knowledge and understanding of available project delivery methods. 4. Understanding of core principles of Critical Path Scheduling 5. Understands facility maintenance requirements, preventive maintenance and long term life cycle cost approaches to maintenance planning. 6. Understanding the process of commissioning for various facility components 	<ul style="list-style-type: none"> • Implements complex strategies to build buy-in and support from key internal and external clients or stakeholders. • Quickly sums up complex options and recommends a clear way forward; monitors overall project performance against project plans and goals. • Ability to apply knowledge of various construction delivery methods to identify the best value delivery method for given project circumstances. • Ability to develop or identify alternative / creative approaches for scheduling and project delivery to achieve overall project goals. • Empathetic to end users needs from students, instructional and administrative staff as well as operations staff and ability to develop solutions that meet sometimes competing demands from the various end user groups.
<p>Assessment of the School Facility</p> <p>The ability to objectively evaluate a learning environment post-occupancy and utilize that data to improve future projects. Implements a plan for educational commissioning that provides guidance on how to use and maximize the learning environment to meet the foundational vision established in the planning phase.</p>	<ul style="list-style-type: none"> • Educational Commissioning • Commissioning • Project evaluation • Post-occupancy Evaluation 	<ol style="list-style-type: none"> 1. Understands facility operations and maintenance and a facilities design impact on those components. 2. Understands concepts of life cycle costing 3. Ability to use information from a post-occupancy to inform future projects and improvement. 	



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<p>Ethics/Professionalism</p> <p>Provides leadership and stewardship for the responsible investment of public and private funding into school facilities – while being a known advocate for the importance of the learning environment on a child’s future. They lead and have a record of leading transparent processes that help communities find common ground in developing solutions to complex and sensitive issues – advocating for long term solutions that address the needs of all children and stakeholders including underserved groups.</p>	<ul style="list-style-type: none"> • Advocacy • Credibility • Transparency • Accountability • Stewardship 	<ol style="list-style-type: none"> 1. Understands the diversity of the community and ensures that opportunities and resources are distributed equitably to serve all members of the community, including underserved groups. 2. Ability to address sensitive and difficult issues within a community and build stakeholder support and consensus by finding common ground. 3. Ensures plan and program transparency and accountability. 4. Advocates and supports programs and investments that are appropriate and beneficial in the long term, not just meet immediate needs. 5. Provides stewardship and leadership for responsible investment of public and private funds. 	<ul style="list-style-type: none"> • Makes a positive impression on others and comes across with presence and credibility. • Has strong communication skills and identifies and leverages methods of communication tailored to the needs of the community. • Inspires a sense of purpose and direction within context. • Builds trusting relationships with stakeholders to inform policy development and gain commitment to implementation. • Continually liaises with key stakeholders to ensure full understanding of the issues. • Listens and acknowledges that the concerns of others have been heard. • Looks for long-term benefits to the client or stakeholder. • Encourages new and different approaches and solutions that will deliver benefits beyond client or stakeholder expectations.