The goal of the professional dossier is to thoroughly demonstrate a candidate's experience and expertise in the planning and design of learning environments. Detailed descriptions of the candidate's projects and their roles and responsibilities should address the relationship to the core competencies of an Accredited Learning Environment Planner (ALEP). The candidate must articulate in their own words and graphics how their experience demonstrates a mastery of each competency. Only candidates who have sufficient experience to have developed a mastery of all seven (7) core competencies should submit a dossier for consideration.

1. Executive Summary
   a. Overview of the candidate's education and training
      i. Formal education
      ii. Professional development, training, and certifications
   b. Overview of the candidate's professional experience
      i. Firms, locations, and tenure
      ii. Roles, responsibilities, and duties
      iii. Professional activities, awards, and certifications
   c. Explanation of reason(s) for seeking the ALEP designation
   d. A testament that the work included in the dossier is that of the candidate and that the candidate is the primary author of the dossier.

2. List of projects with descriptions of the scope and the candidate's primary responsibilities
   a. Include applicable projects with a description of the scope.
   b. Include relevant photos and graphics that illustrate the application of the core competencies.
   c. Describe the candidate's primary responsibilities.
   d. Identify the core competencies that were specifically applied and demonstrated in each project.
   e. Explain how the core competencies were applied, including outcomes and lessons learned.

3. Address each of the core competencies through specific examples from the projects included in the dossier.
   a. Educational Visioning: The candidate should demonstrate how they:
      i. Understand 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.
      ii. Articulate the impact of learning environments on teaching and learning and use 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 of requirements for the designer.
   b. Community Engagement: the candidate should demonstrate how they:
      i. Lead 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.

    ii. Resolve stakeholder issues while embedding a community's unique vision into the vision for its schools.

c. Pre-Design Planning of Learning Environments: The candidate should demonstrate how they:

    i. Manage 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.

    ii. Translate existing or aspirational instructional models to specific programming and spatial relationships.

d. Design of Learning Environments: The candidate should demonstrate how they:

    i. Provide 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.

e. Implementation, Project Management/ Project Delivery of Learning Environments: The candidate should demonstrate how they:

    i. Understand how the following areas impact the facility program and educational goals of the project: regulations and policies; project delivery methodologies; cost-management, scheduling; preventative maintenance; life-cycle planning; and systems commissioning.

f. Assessment of the Learning Environment: The candidate should demonstrate how they:

    i. Objectively evaluate the learning environments and utilize the education institution curriculum and associated research to identify deficiencies and needed improvements to existing learning environments. 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.

g. Ethics/ Professionalism: The candidate should demonstrate how they:

    i. Provide leadership and stewardship for the responsible investment of public and private funding into educational facilities- while being a known advocate for the importance of the learning environment on a student's future.

    ii. Lead and has 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.

4. Letters of Recommendation
   a. Three separate letters from clients and/ or colleagues outside of the candidate's organization
   b. Letters should address the candidate's skills related to the core competencies.
   c. See form on Survey Monkey https://www.surveymonkey.com/r/2024ALEP

5. Dossier Format Specifications
   a. PDF of no more than 30 pages
   b. The file name should be the candidate's name, ALEP, and year (ex. KateLubranoALEP2024)
   c. Email the portfolio to Kate@a4le.org