

ALEP Portfolio

The goal of the professional portfolio is to thoroughly demonstrate a candidate's experience and expertise in facilitating the planning and design of learning environments as they relate to the seven core competencies of an Accredited Learning Environments Planner (ALEP). Detailed descriptions of the candidate's roles and responsibilities must be addressed in the context of the core competencies of an Accredited Learning Environments Planner (ALEP). The candidate should carefully review the core competencies and thereafter explain and provide detailed examples of the application of these core competencies in individual projects of the portfolio. All photos, images and documents in the portfolio should directly relate to demonstrating the application of the core competencies.

The portfolio must contain the following three sections and be no longer than 30-pages.

1. **Executive Summary** (1-2 pages)
 - a. Overview of candidate's education and training
 - To include formal education
 - To include professional development and certifications specific to improved learning environments
 - b. Overview of the candidate's professional experience
 - To include tenure, organizations/companies, and locations
 - To include responsibilities and duties
 - c. Explanation of reason(s) for seeking the ALEP designation
 - d. Testament/s of the work listed in the portfolio is that of the candidate and that the candidate is the primary author of the portfolio.
2. **Educational Projects** (2-5 pages): List relevant projects within the last 5 years with descriptions of the scope and the candidate's primary responsibility in the project.
 - a. Identify applicable projects within the last 5 years. Include the following:
 - Name of Learning Environment and District (where applicable)
 - Location: City, State/Province, Country
 - Scope of Project
 - b. Descriptive taglines or subheaders to graphic images, signpost the image to the relevant core competencies are recommended
 - c. Title, role, and description of the candidate's primary responsibility within the project/process.
 - d. For each project, identify the specific core competencies the candidate applied and demonstrated.
3. **Core Competencies** (10-20 pages): Separately, address each of the Core Competencies through at least three **specific case studies** from the projects listed in section 2. Provide enough examples that demonstrate mastery of all core competencies. Together, the case studies should address **all** core competencies, even though individually they may only address one or two. Additionally, all case studies cited **MUST** demonstrate mastery

of one or more of the core competencies. The narratives that accompany the examples should also focus on one or more of the core competencies. Include relevant materials that illustrate the application of the core competencies. Floor plans, site plans, images of the learning environment, and process diagrams or charts that best illustrate the practical application of the core competencies in the project or process. (10-20 pages)

- a. **Educational Visioning:** The candidate must demonstrate how s/he:
 - Exhibit 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.
 - Demonstrated 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.
- b. **Community Engagement:** The candidate must demonstrate how s/he:
 - 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.
 - Demonstrated the skill to resolve stakeholder issues while embedding a community's unique vision into the vision for its schools.
- c. **Educational Facility Pre-Design Planning:** The candidate must explain and show how s/he:
 - Managed 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.
- d. **Design of Learning Environments:** The candidate must explain how they:
 - Acted 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.
- e. **Educational Facility Implementation/Project Management:** Candidate must demonstrate how they:

- Have 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.
- f. **Assessment of the Learning Environment:** The candidate must explain how they have:
- 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.
- g. **Ethics/Professionalism:** The candidate must demonstrate how they:
- Provided 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.
 - 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.

4. Letters of Recommendation

- a. Three separate letters from clients and/or colleagues who can address and attest to the candidate’s skills as they demonstrate mastery of the core competencies.
- b. See form on Survey Monkey .
<https://www.surveymonkey.com/r/ALEPRecommendation>

Portfolio Specifications

1. PDF of no more than 30 pages.
2. File size should be no more than 15 MB.
3. File name should be the candidate’s name, ALEP, and year.
 - a. JanellWeihsALEP2018
4. Email the portfolio to Janell@a4le.org