



What is an ALEP and How do I Become One?

Southern Region Presentation

March 31, 2022

Introductions:



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Agenda:

- **The Commission**
- **What is an ALEP?**
- **Who Should become an ALEP?**
- **What are the benefits of the ALEP?**
- **Two ways to become an ALEP:**
 - **Advanced Academy Online Course**
 - **Professional Experience**
- **Questions**

The Commission

- An independent body that governs the accreditation, creates, sets policy for, and bestows the ALEP. This commission serves at the pleasure of the Association's Board of Directors, but has full authority and responsibility for the ALEP program. As such, the Commission has identified core competencies which the designation represents and defines an outstanding professional in the industry of planning, designing, equipping, and maintaining learning environments.



The ALEP Commissioners

- **Julia Hawkinson, Chair**
- **Matthew Dwyer, Australasia**
- **Brad Kiehl, Midwest Great Lakes**
- **Rob Pillar, Northeast**
- **Mary Lee, Northeast**
- **Callie Gaspary, Northeast**
- **Brian Carter, Pacific Northwest**
- **Edward Peters, Pacific Northwest**
- **Liz Katz, Pacific Northwest**
- **Donna Francis, Southeast**
- **Gary Armbruster, Southern**
- **David Henebry, Southern**
- **Kimberly Coffeen, Southwest**
- **Ty Taylor, Southwest**
- **Nandita Mishra, At-Large**

ALEPs dedicate themselves to **improving the places where students learn** through comprehensive planning with all stakeholders. Equipped with a **strong understanding of learning styles and instructional methodology**, an ALEP has the skills and expertise to **influence the entire process** from start to finish. Supporting the **alignment of the educational vision with the learning environment** an ALEP creates an inspiring, safe, and healthy learning environment that engages all educators and students. Providing **leadership and stewardship**, an ALEP facilitates and supports responsible investment of public and private funding of school facilities, and **advocates for high-quality learning environments** and long-term inclusive solutions that address the needs of all stakeholders.

What is an ALEP?



The ALEP Designation is designed for the educational facility planning practitioners, who have a vested interest in advancing their profession and the industry.

*Who Should
Become an
ALEP?*



Benefits of the ALEP

- The ALEP credential is validation of an individual's expertise and leadership as a learning environments planner.



Benefits of the ALEP

- It assists educational institutions by identifying those within the profession who are best equipped to guide them in assessing and planning learning environments.



Benefits of the ALEP


- Currently several education institutions around the world require in their RFQ/RFPs that an ALEP be a member of the team being submitted.



The Core Competencies

- Foundation to the Association's mission of leading innovation at the intersection of learning and place.
- Knowledge, skills, and expertise of the the accreditation.





Educational Visioning

- 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.

Community Engagement

- 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.





Pre-Design Planning of Learning Environments

- 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.

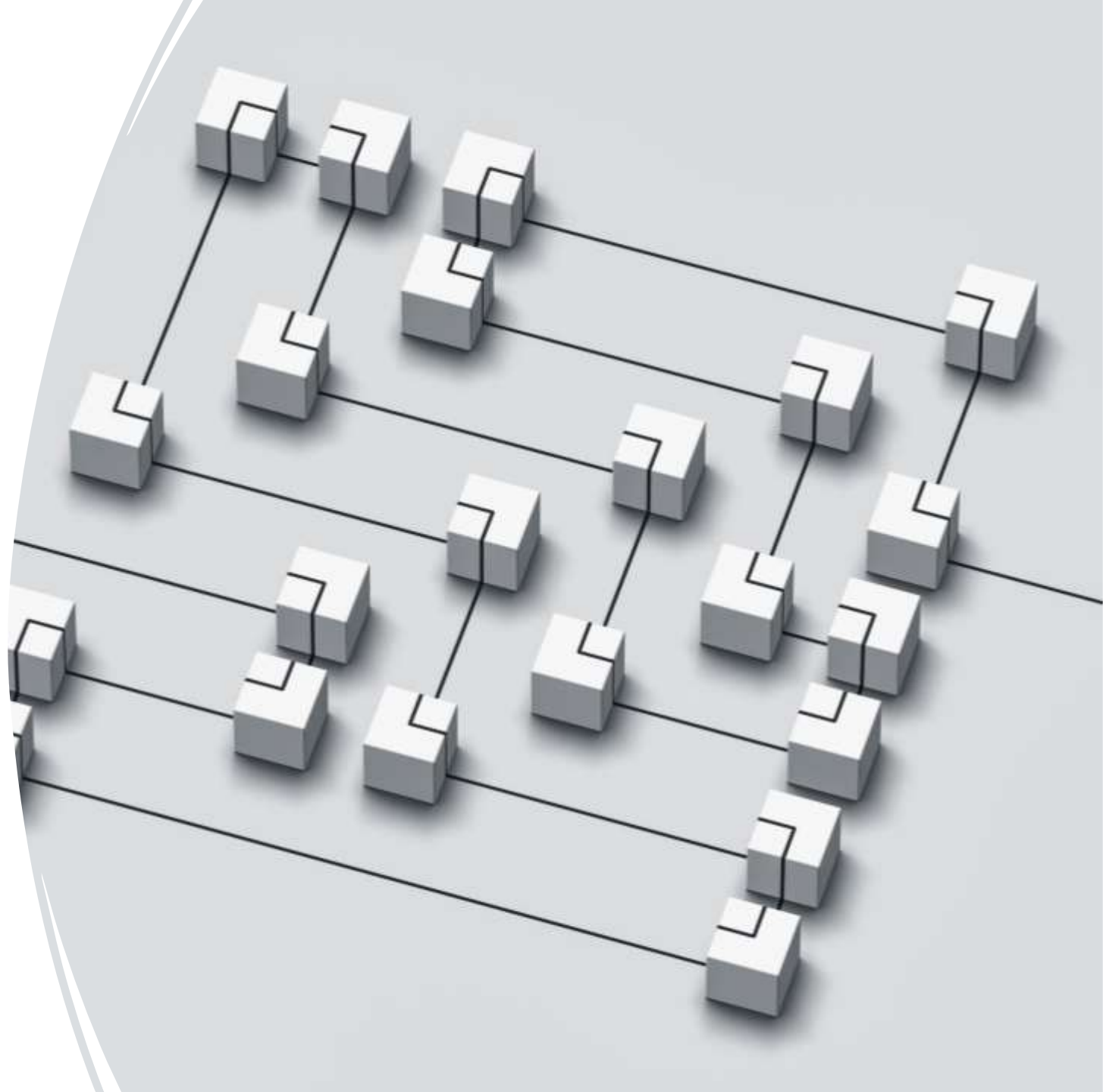
Design of Learning Environments

- 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.



Implementation, Project Management/Project Delivery of Learning Environments

- 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.





Assessment of the Learning Environment

- 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.

Ethics Professionalism

- 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.



Two Pathways to Accreditation

- **Complete the Advanced Academy Certificate Program**
- **ALEP Assessment Process**

The Advanced Academy History

- Development in 2004 in partnership with the College of Education at San Diego State University
- Pilot delivered in 2006
- 2006-2013 3 full semesters at SDSU
- 2014 CEFPI assumed responsibility
 - No accreditation
 - Program shortened to 10 months
 - Cohort limited to 36 students

Path One: *The Advanced Academy*

- Cohort 9 is coming up and their schedule is from August 2022 to June 2023
- Registration is limited to 30
- Six, 6-week online courses created by industry experts
- Have an 80% achievement in each of the six modules
- Member Cost: \$6,000
- Non-Member Cost: \$7,500
- Some of the regions have scholarships that will pay for this. The Southern Region has a scholarship every year.

Advanced Academy Courses Instructors

- LEARNING THEORIES Frameworks for School Design
- Educational Visioning and Community Engagement
- Pre-Design Services
- Assessing the Learning Environment
- Designing High-Performance Learning Environments
- Project Management/Project Delivery



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LEED AP BD+C



Path Two: The Pathway of Experience

Portfolio Assessment For

MARGARET (MEG) S. PARSONS, AIA
ACCREDITED LEARNING ENVIRONMENT
PLANNER (ALEP) DESIGNATION



- Demonstration of skills and expertise through a dossier of work.
- Document 100 hours of continuing education from last 5 years.
- Enlist 3 clients and/or colleagues to write letters of recommendation..
- Interview with Commission.

A majority of portfolio evaluators must pass the candidate in each of the seven competencies to be invited to interview.

The Scoring Rubric is utilized in evaluating the portfolio and interviews

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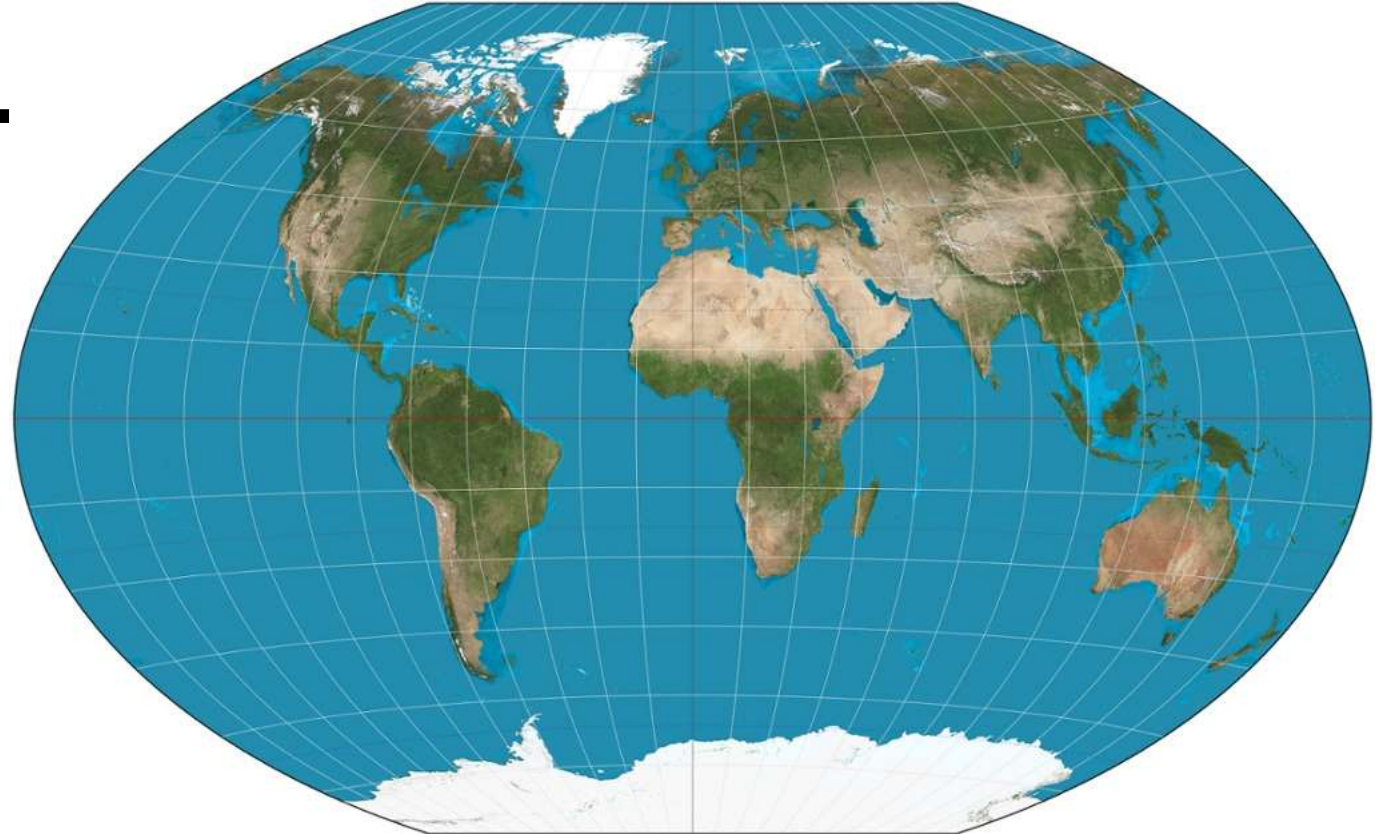
A majority of interview evaluators must pass the candidate in each of the seven competencies to earn the designation of ALEP.

If a candidate passes all but one competency at the interview, the Commission may confer the designation once a candidate successfully completes an assigned module of the Advanced Academy.

SCORING RUBRIC:			
	NOT PASS	PASS	
SKILL SET	DEFICIENT/EMERGING	MEETS	EXCEEDS
Understanding/ Knowledge Base	Rudimentary, limited or no understanding of competency	Strong understanding of competency	Expert/mastery level understanding of competency
Application/ Implementation	No experience to some limited experience implementing/applying competency	Demonstrated experience implementing/ applying competency	Extensive experience implementing/ applying competency
Learning Environment Development/Impact	Rudimentary, limited or no understanding of the relationship between the competency and the development/design of the learning environment	Strong understanding of the relationship between the competency and the development/design of the learning environment	Able to provide multiple examples demonstrating expert/mastery level understanding of the relationship between the competency and the development/ design of the learning environment

ALEPs

- 351 ALEPs
 - 16 outside of North America
 - 70 Midwest Great Lakes
 - 82 Northeast
 - 35 Pacific Northwest
 - 45 Southeast
 - 46 Southern
 - 57 Southwest





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