CANADIAN EVALUATION SOCIETY

11/29/2023

Professional Designations Program
Applicant Guide

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Why Credential Evaluators?

The Canadian Evaluation Society (CES), as the professional association for program evaluation in Canada, seeks to "*advance evaluation theory, knowledge and practice through leadership, advocacy, and professional development*".[1] As part of its continuing efforts on the professionalization of evaluation, the CES offers qualified members a voluntary professional designation, the Credentialed Evaluator. The purpose of the Professional Designations Program and service is to bring clarity and definition for and within the Canadian evaluation practice.

The CES Credentialed Evaluator (CE) designation is designed **to define, recognize and promote the practice of ethical, high quality and competent evaluation in Canada through a program for professional designations.**

The CE designation, through its qualifications and requirements, helps to define what constitutes competent evaluation practice. It is a voluntary service of CES which recognizes (with a designation) those with the education and experience to provide these services, and through its maintenance and renewal requirements, promotes continuous learning and development within our evaluation community.

The Professional Designations Program and the CE also provide direction for:

- **Evaluation practitioners** on the knowledge and skills required to be competent and guide their professional development
- **Teaching organizations and service providers** on the type of education and professional development required to support the discipline
- **Firms/organizations** engaging or creating evaluation expertise, on the expertise to incorporate in job descriptions or seek in contracting evaluation services
- **Program managers** working with evaluation professionals, on the expertise they can expect to receive.

What is a Credentialed Evaluator?

CES considers that the holder of the Credentialed Evaluator (CE) designation possesses the required education, experience, and professional competencies to be recognized as a competent evaluation practitioner, and therefore can carry out all elements required for a successful evaluation from planning stages to completion and onto final deliveries. This means that the individual practices with integrity by:
- upholding the CES Guidance for Ethical Evaluation Practice,
- being able to deliver the core attributes of quality in evaluation as defined in the Program Evaluation Standards developed by the Joint Committee on Standards for Educational Evaluation (JCSEE),
- demonstrating evaluator competencies (knowledge, skills, and dispositions) as described in the Competencies for Canadian Evaluation Practice, and
- continually upgrading and maintaining the competencies through professional development.

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[1] CES mission.

What Qualifications are Required?

Initial Self-Assessment

Prior to submitting the application fee, candidates are asked to complete the Self-Assessment found here (Appendix 1). This Assessment is intended to help you determine whether you are sufficiently knowledgeable and experienced in evaluation, and aware of the program requirements, to successfully attain the CE. It can also help you identify any areas where you could further improve your likelihood of success once you apply.

Qualifications

CEs must hold Membership in the CES. Evaluators based outside Canada are welcome to apply for the CE, and if they are awarded the CE, must retain CES membership.

Qualification 1- Hold a graduate level degree or undergraduate degree and certificate in program evaluation

CEs must hold a graduate level degree (Master's or PhD):
- granted from an accredited Canadian institution, according to https://www.canada.ca/en/employment-social-development/programs/designated-schools.html or the Social Sciences and Humanities Research of Canada; or
- granted from a recognized non-Canadian university on the list of the top 500 recognized world universities/institutes as found at https://www.timeshighereducation.com/world-university-rankings/2023/world-ranking, or; https://cwur.org/2021-22.php; or
- deemed equivalent to Canadian education standards by a Canadian University (demonstrated though official record); or
- deemed equivalent by a Canadian academic credential assessment service.[2]

    OR

- An undergraduate degree along with a Graduate Certificate/Diploma from a recognized university. This graduate certificate must be in Program Evaluation.

In general, certifications from other professional bodies are not considered to be equivalent to a Graduate Certificate /Diploma from a recognized university in Program Evaluation.

If neither of the above two conditions are met, the applicant may be eligible to establish his or her educational equivalence in a Prior Learning Assessment and Recognition (PLAR) pathway. Please contact the Secretariat for further information.

Qualification 2 – A minimum of two (2) years full-time equivalent evaluation-related work experience within the last ten (10) years

Statements of work experience are to be supplemented with letter(s) of reference using the reference/sponsor form (Appendix 2). Sponsors can include supervisors, clients, or team members/colleagues, or anyone else who can attest to your experience. Use as many forms as necessary to

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[2] https://www.cicic.ca/1372/obtain_an_academic_credential_assessment_for_general_purposes.canada

reach a cumulative total of 24 months of experience. CES may contact sponsors to clarify or verify information.

Note that in general, practicum or internship experience acquired during an educational program is NOT considered eligible work experience, as it is a designated component of the educational requirement.

Qualification 3 - Demonstrate the relevance of education and/or experience to at least 70% of the competencies in EACH of the five domains of Competencies for Canadian Evaluation Practice.

Applicants will draw selectively from their education and/or experience and align this to 70% of the competencies in each of five competency domains. You will demonstrate alignment of experience and education to competencies in the five domains by submitting a brief narrative in the application form; a maximum of 150 words is permitted for each competency. It is not necessary to have both education and experience related to a competency. Rather, you should provide evidence that, through your collective endeavours as well as references to completed evaluations, you have acquired the competency. Education is taken here to include professional development activities as well as formal education.

Qualification 4 – 40 hours of learning every three years.
CEs will need to demonstrate ongoing learning to maintain the designation. A renewal process is undertaken every three years where the CE must demonstrate 40 hours of learning.
- The type or range of learning or professional development activities is broad, and can include self-directed learning. CES Professional Designations Program encourages CEs to contribute to this definition through input to the Vice President, Professional Designations Program vicepresident@evaluationcanada.ca

How does it work?

CE Applications are submitted on-line. Applications may be submitted in either official language. Once your application fee has been processed, the CE Application Administrator will contact you with your Login ID and temporary password. These are needed to access the CE application site.

Applicants may take up to 36 months to complete their application but are encouraged to complete and submit their application in a shorter timeframe. Feedback from prior applicants suggests that completing the submission will take 20-40 hours' time. Many found it useful to adhere to a specific schedule of, say, 4 or 8 hours' work per week until the submission is complete. Most agreed that it is not a good idea to compress work on the submission to a short period, e.g., a weekend; the process requires reflective time as well as composition time, which is best accomplished over a period of several weeks. Some CES Chapters have established mentorship programs. Contact your local CES Chapter to see if a mentorship program may be available to you.

Once your application is complete, your file is forwarded by the CES Applications Administrator to the CES Credentialing Board for review and decision. Decisions are made based on the qualifications provided. Applicants are notified if the application is incomplete or if they require additional education or experience. Advice on how to meet qualifications will be provided as part of any deferred application.

 For questions or information, please contact the CE Applications Administrator.

How much does it cost?

The application fee is $485 and is a non-refundable expense for processing the application within a three-year timeframe (renewable upon repayment) and making the decision.

For those applicants providing additional evidence of qualifications under PLAR, a total fee of $550 will be charged.

Credentialed Evaluators form a 'type' of membership of CES, and come with a **maintenance fee of $50** in addition to regular annual membership fees. These fees are used to sustain the designation. The fee is payable using the CES membership application form.

Who decides?

The CES has created a Credentialing Board whose members are experts from our field. CE award decisions are made by CB Members upon an on-line review of applications. Each application is reviewed by two CB Members and by a third Member if the decision of the first two reviewers is not the same.

Appeals

Appeals can be registered by applicants within thirty days of notification of a "further preparation needed" decision. Appellants are encouraged to review and augment their application for the appeal as the shortfall may be a matter of inadequate description of competencies. Appealed decisions will undergo a further review process with two new reviewers and a third CB member review if the decision is not the same by the first two reviewers.

Where and how to register your application

Before registering your application, be sure you have answered "yes" to all questions in in the Self-Assessment and have taken time to ensure you will be able to collect required submissions (copies of degrees and references). Ensure that you thoroughly think through your evaluation background, skills and knowledge in preparation for completing the application.

To obtain your LOGIN ID to the secure CE application on the CES website, you must first submit your application fee. Go to https://evaluationcanada.ca/designation/how-to-apply.html and click on the "Apply Now" button. If you are a CES member, login using your usual login and password and follow the instructions. If you are not yet a CES member, you can create a non-member account to start the application (but note that you will be required to become a CES member to hold the CE designation). You may pay the fee by credit card through this site, or email the Secretariat at admin@evaluationcanada.ca to request an invoice.

Once your application and payment have been processed, you can begin your CE application.

You have three years from the payment date to finalize and submit your application.

Renewal

The CE designation is renewed at three-year intervals, with a required 40 hours of professional development or learning over that period. Each CE has an account within the PDP-CE system, where the CES member may input professional development activity at any time. CEs are informed annually of the status of their account

and reminded to pay their annual fee as well as update their professional development hours. CES membership and the CE can be renewed at the same time.

If the CE has not entered and submitted the required 40 hours of learning in the three-period since last renewal, the applicant will be informed by email. CEs will then have a grace period of six months to complete the 40 hours. If they do so, the net three-year renewal period is in force from the original renewal date. If they do not do so, they will be removed from the public roster.

Reinstatement

A former CE who did not formally resign but whose status was considered expired because they did not pay the annual fee or complete the required maintenance activities may request re-instatement without having to re-apply for the CE. This provision would normally apply in situations where a CE has taken a secondment or position not involving evaluation work and is now returning to the field. It is predicated on the former CE demonstrating that they have maintained the required competencies. Such requests can be made within two years of the date of the end of the last CE renewal date. Beyond that date, the former CE must reapply. Further, for the first 12 months following the request for reinstatement, the former CE will be on probationary status – to allow time to ensure that they have indeed re-entered the evaluation field.

Domains, Competencies and Descriptors

The CE is built on three CES foundations – CES Standards, CES Guideline for Ethical Conduct and CES Competencies for Canadian Practice. Competencies are defined as: "*The background, knowledge, skills, and dispositions program evaluators need to achieve standards that constitute sound evaluations.*"[3] Along with education and experience, the Competencies are used to support decisions about awarding the CE designation.

The CES Competencies for Canadian Evaluation Practice were developed in a consultative process over the period 2005 to 2008 and formed the backbone of the CE designation when it was launched in 2010. They were understood from the outset to be a living document, and accordingly were updated by the Competencies Review Working Group in 2017-18. The result of the update was a shorter, clearer, and more complete set of competencies. There is a total of 36 Competencies in five practice domains:

1. Reflective Practice competencies focus on the evaluator's knowledge of evaluation theory and practice; application of evaluation standards, guidelines, and ethics; and awareness of self, including reflection on one's practice and the need for continuous learning and professional growth.

2. Technical Practice competencies focus on the strategic, methodological, and interpretive decisions required to conduct an evaluation.

3. Situational Practice competencies focus on understanding, analyzing, and attending to the many circumstances that make every evaluation unique, including culture, stakeholders, and context.

4. Management Practice competencies focus on applying sound project management skills throughout the evaluation project.

5. Interpersonal Practice competencies focus on the social and personal skills required to communicate and interact effectively with all stakeholders.

Competencies are written as action statements, thus incorporating knowledge, dispositions, or attitudes and skills. The descriptors provide a greater level of detail, defining what is meant by and included within each competency. Applicants are required to demonstrate competency in at least 70% of the competencies within each of the five domains, by completing short narrative descriptions of their relevant education and experience.

Step-by-step guide on completing your application

If you do not currently have a CE, in the "My Profile" section, you will see a button to "Start a CE Application":
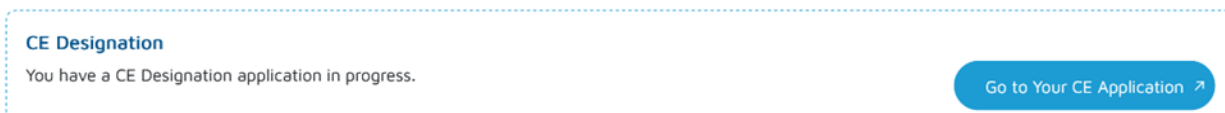
CE Designation
You have not started your CE Designation.

Start a CE Application ↗

Web Access

Reset Password ↗

Manage Email Subscription
Manage Email Subscription Desc
Communications

☐ SEEN News   ☐ eInstitute News

Edit Subscriptions ↗
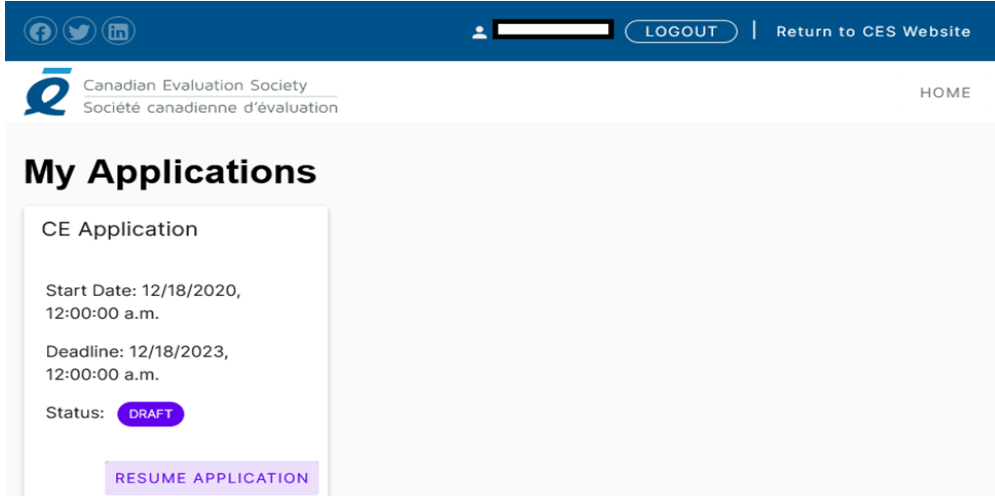
By clicking that, you will be taken through the steps to pay the CE application fee. Once you pay your CE application fee, you will have three years to complete the application process.

When you next go to "My Profile", you will see a button to "Go to Your CE Application":

CE Designation
You have a CE Designation application in progress.

Go to Your CE Application ↗

After you click that button, you will be taken to the "My Applications" page where you can click on "Start Application" to start working on your application. Once you've started it, when you go back to this page, the button will be changed to "Resume Application". This page also shows you the date that you started your application and the deadline to complete the application process.
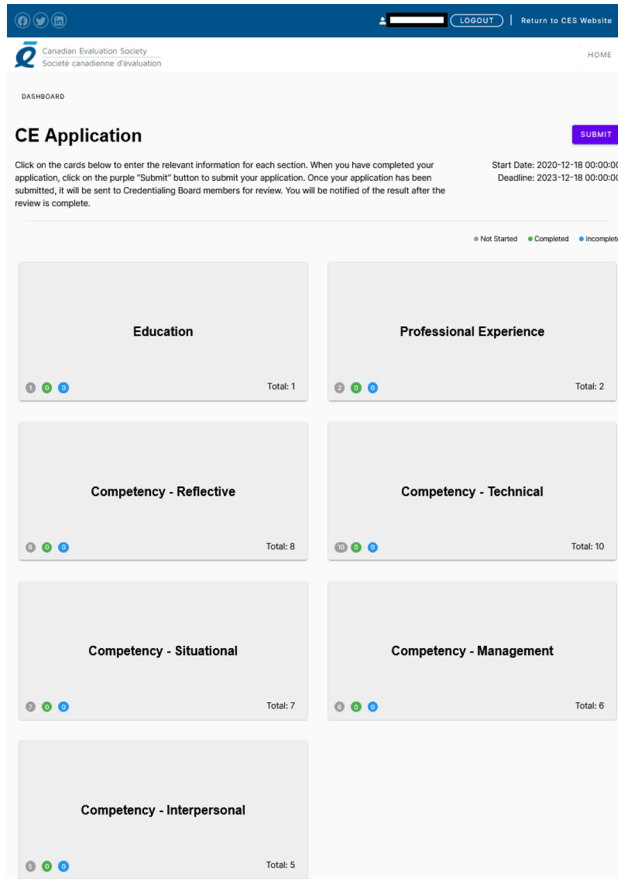
The application screen will show cards for each section of the application. Click on a card to enter your information for a given section

For example, when you click on the Education card, you'll be able to enter information about your education. To add an additional education experience, click "Add New".

You can also use the circles on the right side of the screen to navigate through the application; clicking on any of them will take you to that section of the application.

Where a document is required, you can upload the document from your computer in the "Evidence Upload" field:
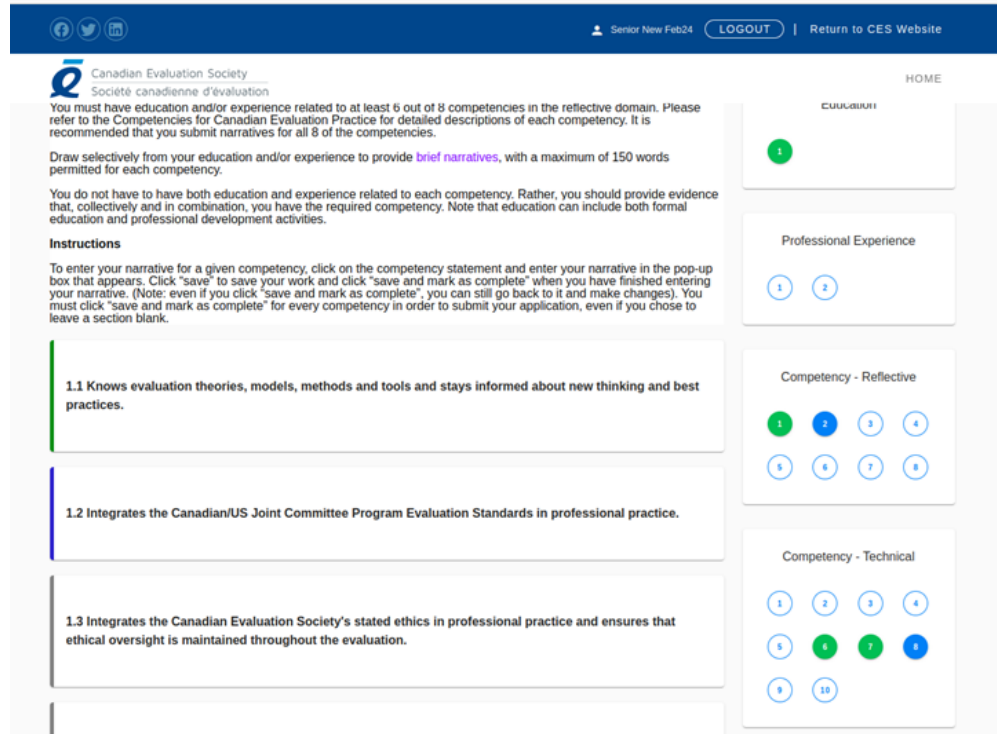
1. Press "Add New" to insert an education experience

Degree, diploma,

Answer

Name of the Instit

Answer

Address of Institu

Answer

Year(s) attended

Answer

Evidence upload

📎 Upload

File Upload

This PC > Desktop

Organize ▾   New folder

Name		Status	Date modified	Type
	No items match your search.			

File name: |

All Supported Types (*.doc;*.pd ∨

Open   Cancel

ADD NEW
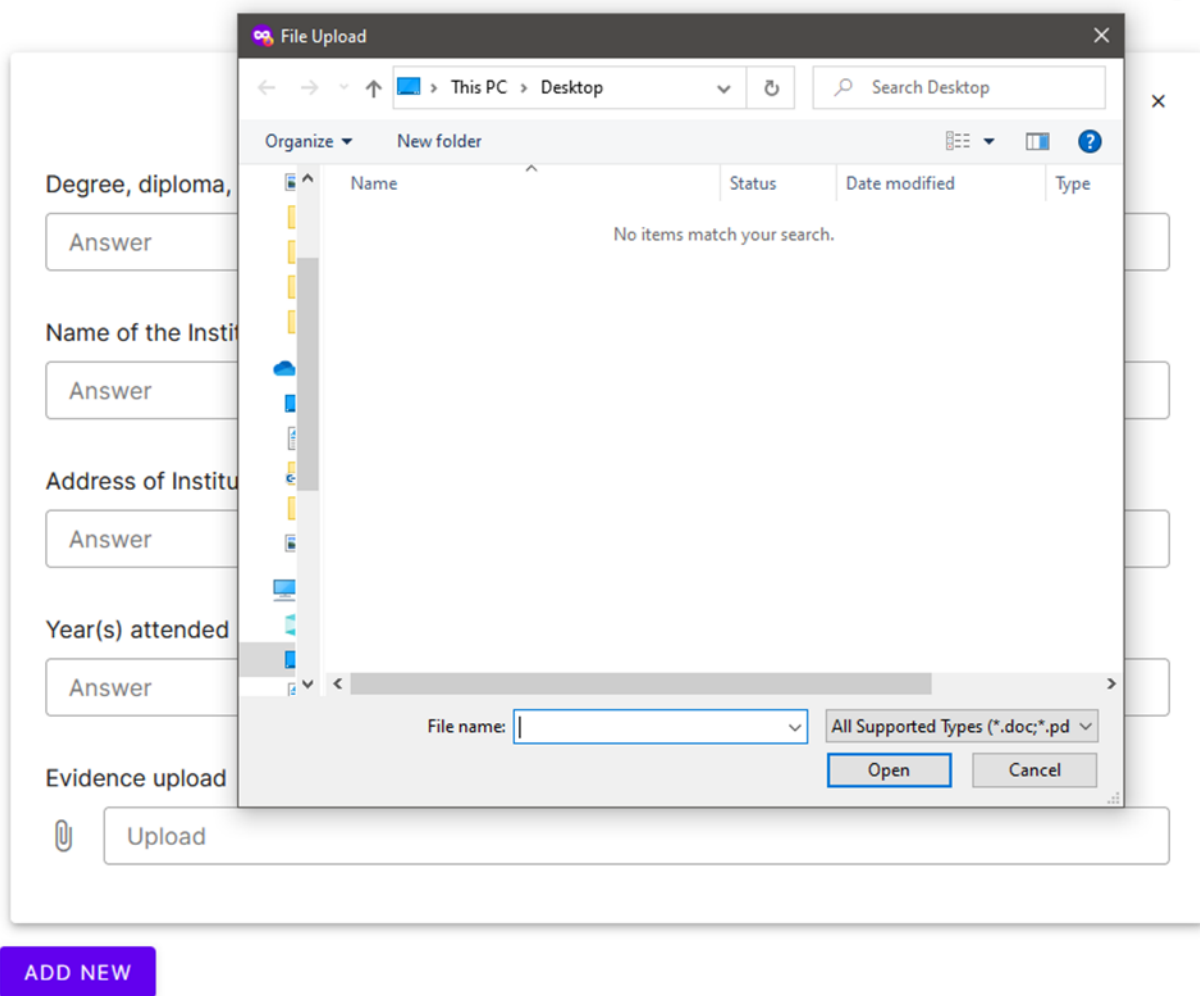
As you work on your application, you can use the colour coded circles on the right side of the screen to keep track of the status of each item. A green circle indicates you have completed an item, a blue circle indicates the item is partially completed, and a white circle indicates that the item has not yet been started. In the example below, you can see that the applicant:

- has completed the Education section
- hasn't started the Professional Experience section
- has completed competency #1 and started competency #2 in the Reflective domain
- has completed competencies #6 and 7 and started competency #8 in the Technical domain

(The rest of the domains would appear below this - they aren't shown in this screenshot, but in the system you could scroll down to see them).

Once you have completed all sections of the application, click the purple "submit" button at the top of the page to submit your application.

Once your application has been approved, you see that your CE designation has been granted on My Profile. To download your CE certificate, click the "Download Your Certificate" button.

Appendix 1: CES Professional Designation Program (PDP): Self-Assessment Checklist for those considering applying to become a CES Credentialed Evaluator

	Yes	No	Uncertain
I am a member of CES.			
I have a graduate degree or an undergraduate degree and a certificate/diploma in evaluation.			
My postgraduate degrees/diplomas/certificates are from recognized Canadian postsecondary institutions			
My postgraduate degrees/diplomas/certificates are from non-Canadian universities ranked among the top 500 in the world; or deemed equivalent to Canadian education standards by a Canadian University (demonstrated though official record); or deemed equivalent by a Canadian academic credential assessment service.			
If I do not have a graduate degree or an undergraduate degree and a certificate/diploma in evaluation, I have been in the workforce for at least ten years, of which six have been full time in evaluation.			
I have taken at least one course/workshop in Program Evaluation. (not a requirement but a recommendation).			
I can clearly articulate program evaluation, and I am familiar with the definition of Program Evaluation as described by the Canadian Evaluation Society (CES). https://evaluationcanada.ca/career/what-is-evaluation.html			
I am familiar with the Canadian Evaluation Society Ethics. https://evaluationcanada.ca/career/ethical-guidance.html			
I am familiar with the Program Evaluation Standards. https://evaluationcanada.ca/career/evaluation-standards.html			
I am familiar with the Competencies for Canadian Evaluators. https://evaluationcanada.ca/career/evaluator-competencies.html			
I have reviewed other CES resources that help explain the PDP and the CE on the CES web site (webinars, video clips, journal articles, and others). https://evaluationcanada.ca/			
I am aware that I can complete the eligibility requirements and apply online.			
Program evaluation has been on my job description or has been the focus of my graduate courses.			
I have a current CV that describes the contexts in which I obtained my required two years of program evaluation experience.			
I can document two full-time years (equivalent) of program evaluation-related experience in the last ten years, validated through professional references.			
I can obtain or have obtained a statement of program evaluation work demonstrating the required two years' of experience and signed by my sponsors/references.			
I am aware of the application fee and the annual fee to maintain my designation.			
If I do not have a graduate degree or an undergraduate degree and a certificate/diploma in evaluation, I have been in the workforce for at least ten years, of which six have been full time in evaluation.			
I can document that I have competence in at least 70 percent of the competencies in the five domains.			
I am aware that I can contact a CE in my Chapter to ask for advice or mentoring. https://evaluationcanada.ca/designation/ce-roster.html			
If I am not successful in obtaining the credential on my first application, I am aware that I can address my shortcomings and reapply as many times as I wish within three years of my first application date.			

Appendix 2: Credentialed Evaluator Reference/Sponsor Declaration Form

I am providing this reference for (name)_____ for the purpose of supporting the following part of this application to the Canadian Evaluation Society (CES) for Professional Designation.

Experience Category ☐ Employment/Work Related ☐ Volunteer ☐ Other	
Title of position or project	
Name of the employer, client or organization	
Duration in months	
Duties and responsibilities	
Brief description of the work undertaken (150 words)	

The applicant and I have discussed the application and I concur with the accuracy of the information provided.
I understand that I may be contacted by CES.

Name:			
Title:			
Phone:		E-mail:	
Business Address:			
Professional Knowledge of Applicant (# of years):		In what capacity do you know the applicant:	

Signature: Date:

_____   _____

Appendix 3: Competencies for Canadian Evaluation Practice - Example Narratives

To assist you in composing your narratives, we provide examples below. These include:
- *Three examples in the Reflective Practice domain: with versions that would be considered a) adequate and b) needing further development*
- *Two examples of each of the five new competencies introduced in the 2018 version of Competencies for Canadian Evaluation Practice.*

Your narratives should:
- Demonstrate your understanding of that competency including the descriptors that accompany each competency.
- Use the language of the descriptors and give specific examples of relevant education and/or experience. Reflect the content of any external documents mentioned in the descriptor, such as the Joint Committee Program Evaluation Standards.
- Be organized and structured carefully, using full sentences and using bullets and numbering where applicable.

It is not necessary to address every competency descriptor, especially when there are more than three descriptors for a competency. Rather, concisely articulate your education or experience that best demonstrates the competency.
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Example for Competency 1.1 Knows evaluation theories, models, methods and tools and stays informed about new thinking and best practices.	
Adequate narrative	**Narrative needing further development**
- My graduate training included courses in statistics (UW PSY631, 632: Statistics) and psychometrics (UW PSY831). To complement my quantitative background, I have taken Qualitative Methods Master Class Webinar Series at UA, including: The Four Voices of Qualitative Data Analysis Software and Digital Tools for Qualitative Research. - I have completed the CES e-institute course on Theories and Models. Using the knowledge gained, I have integrated new theoretical approaches in evaluations. For example, in an evaluation of an early childhood cognitive development program, I applied the Realist Evaluation Model to help understand why outcomes differed by educational setting. - To keep up to date in new thinking and best practices, I attend in-person and on-line learning events. For example, I attended my CES chapter's Annual Conferences in 2016 and 2017; I follow the aea365 blog, and in the last year participated in three CES webinars, e.g. Evaluating Collective Impact Initiatives. (147 words)	- In my graduate training, I took several courses in social science research. (The candidate does not identify the courses, and does not specify whether they have any specific content on evaluation theories or models.) - My work in the Surveillance Unit has required that I read many evaluation reports. (The candidate does not demonstrate their own competency to produce or critique evaluation reports.) - I have conducted numerous studies on public health programs, each of which has been unique. (The candidate doesn't make an explicit link between staying up to date and the uniqueness of his-her reports).
Example for Competency 1.2: Integrates the Canadian/US Joint Committee Program Evaluation Standards in professional practice	

- My formal education in the Georgian College Research Analyst Program provided a background in all five categories of the Joint Committee Program Evaluation Standards.
- I have conducted numerous evaluations in health and social services, each time considering all the categories of the Joint Committee Program Evaluation Standards. For example, under "Propriety" I considered the welfare of patients who participated in a formative study of a smoking cessation program. As an example of "Accuracy", in a province-wide evaluation conducted of school breakfast programs, I thoroughly examined the socio-economic status of the client population so that its likely influences on the program outcomes could be measured and quantified.
- I regularly present evaluation methods and results to the Ministry with explanation of sound evaluation practices. Part of my job is to ensure the Province is maintaining high evaluation standards when contracting with external evaluation consultants.

(139 words)

- As a member of CES, I adhere to professional Standards. Every evaluation I conduct is individually tailored to the needs of the client. I follow the standards without fail. (Candidate uses repetitive general claims and does not demonstrate knowledge of the external document by naming a standard and giving an example of how they follow it.)
- I have applied good standards in numerous evaluations in education, health, and social services (Candidate does not refer to the external document Joint Committee Program Evaluation Standards or demonstrate knowledge of the external document by naming a standard and giving an example.)
- All ESS modules. (This is not a full sentence. Also, candidate does not refer to content of training and relate it to standards and examples of application of their learning.)

Example for Competency 1.3: Integrates the Canadian Evaluation Society's stated ethics in professional practice and ensures that ethical oversight is maintained throughout the evaluation.

- I completed the Tri-Council Policy Statement On-line Tutorial Core Modules in 2012; and have since had other training in research ethics: Research Involving the First Nations, Inuit and Metis Peoples of Canada, TCPS-2 (2016); Multi-jurisdictional Research, TCPS-2 (2016); Protecting Privacy on the Job, City of Toronto (2016); Privacy e-modules - MFIPPA and PHIPA, Toronto Public Health (2015);
- In my evaluations, I ensure that all three components of the CES Ethics Statement are met. For example, under Integrity, in the evaluation of a prenatal nutrition program I ensured that participating mothers were able to give informed consent to have their babies weighed and measured by adapting the consent procedures to their languages and literacy levels. Under Competence, I ensured that data collection staff had the appropriate professional background and experience for working with infants.

(133 words)

- I hold a certificate from an online ethics tutorial. (Candidate does not identify the certificate.)
- In 2009, I attended the CES ESS workshop Evaluating for Results to further my professional development. (Candidate does not refer to content of training and relate it to ethics standards.)
- I have conducted a study for my PhD following high ethical standards of research. (Candidate does not give enough detail to show how s/he has followed any specific ethical standards.)

New Competencies in the 2018 Edition	
Examples for Competency 1.6: Is committed to transparency in all aspects of the evaluation.	
Descriptors 1) Clearly articulates and shows the purpose and method of the inquiry. 2) Shares data and other evaluation products in ways that are appropriate and ethical. 3) Demonstrates the relationship between findings, conclusions, and any recommendations	**Example 1** ● In preparing an evaluation plan with internal clients, I am careful to define the scope of the evaluation, how the methods will be used to address the questions, and any limitations. For example, in an evaluation of satellite and mobile clinics for street youth, I held meetings with staff including the street workers, to explain why the evaluation was being done and provide reassurance that the process would be open and transparent. In these meetings, I used a graphic poster format to show all the evaluation steps. ● As an internal evaluator, I am committed to present evaluation results as objectively as possible. Normally, this is not too difficult, as I am assessing other teams' work. Only once did I have to evaluate my own team's work. In this project, I enlisted the help of several internal evaluators from other programs to help with data collection and interpretation. This practice helped to demonstrate transparency. *(155 words)*
	Example 2 ● In my graduate course UX735 in Program Evaluation Methods, I learned the importance of developing evaluation frameworks that clearly link the program theory, evaluation questions and methods, and of getting approval from program staff before starting the evaluation. In my current work, I always prepare a framework or scoping document and regularly refer all parties back to it, so they can follow the evaluation progress on a clear, predictable pathway. ● In a recent evaluation of an early childhood intervention, our initial analysis showed that expected results on school readiness were going to be not as strong as hoped. To ensure that the program managers would be satisfied that our analysis and findings were robust, I along with my team held a series of storyboarding sessions, where we presented data summaries and worked with the managers through the data to the findings and conclusions. *(145 words)*

Canadian
Evaluation
Society

Société
canadienne
d'évaluation

CE Applicant Guide 2023

Examples for Competency 3.7: Uses evaluation processes and practices that support reconciliation and build stronger relationships among Indigenous and non-Indigenous peoples.

Special note on Competency 3.7: In 2015, the CES National Board of Directors formally adopted resolutions committing to implementation of findings from the Truth and Reconciliation Commission (TRC), including a resolution to explicitly recognize reconciliation in the revised competencies. CES also, in 2016, declared a firm position to the Government of Canada regarding the importance of reconciliation, and committed CES to incorporating reconciliation in its values, principles, and practices. This means that CES expects its membership to incorporate reconciliation perspectives into their practice. At the same time, as CES recognizes that not all evaluators have the opportunity to demonstrate this competency in evaluation work directly involving Indigenous people and communities, the following guidance to applicants is provided.

The descriptors for this new competency related to reconciliation call for both reflection on and active promotion of the Calls to Action from the TRC. They also refer to the well-known OCAP principles: Ownership, Control, Access and Possession, which were developed out of First Nations communities' experience with research.[3]

- Applicants working in Indigenous contexts are likely already familiar with both of these bodies of knowledge, and should demonstrate how they have applied them in their practice.
- As a threshold requirement for applicants who have not had opportunities to work directly with Indigenous communities, applicants must demonstrate knowledge of both the Calls to Action that apply to evaluation, and the OCAP principles, ideally through professional development activity.

Descriptors	**Example 1**
1) Considers how evaluation can further self-determination for Indigenous peoples. 2) Promotes Indigenous-led evaluation and the contribution of Indigenous people to evaluation. 3) Incorporates the *Truth and Reconciliation Commission of Canada Calls to Action* when evaluating programs in relevant targeted areas. 4) Incorporates the principles of Ownership, Control, Access and Possession ensuring that the values, culture, and traditions of Indigenous communities are reflected in evaluation processes and practice. See: https://fnigc.ca/ocap-training/ [4]	● I have taken the Tri-Council Tutorial Module on Research Involving the First Nations, Inuit and Metis Peoples of Canada (2016) and the Fundamentals of OCAP on-line course offered through Algonquin College (2017). ● In many of my projects, I work closely with Indigenous individuals and communities, using empowerment and transformation evaluation approaches that develop evaluation capacity. In an evaluation of HIV-Hepatitis C prevention programs for street-involved Indigenous and other women, my team used a story-quilting method that aimed to elicit not only stories about experiences with public services, but also to generate solutions in a safe and affirming space. As I am not an Indigenous person, it was agreed that Indigenous colleagues would lead this part of the data collection. ● After reviewing literature and analyzing the profile of potential program beneficiaries, I determine whether reconciliation principles are applicable. To check my conclusions, I consult with Elders. *(150 words)*
	Example 2 ● I have become sensitized to the issues underlying the Calls to Action in the Report of the *Truth and Reconciliation Commission of Canada* by reading the Report and becoming aware of the 15 Calls that directly involve evaluation. I realize that I have a responsibility to understand and support Indigenous issues and colleagues. ● My evaluation work is in the early childhood development sector, and I will try to routinely apply a reconciliation perspective by

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[3] The First Nations Principles of OCAP; Copyright First Nations Information Governance Centre (FNIGC). It should be recognized that the OCAP Principles refer specifically to First Nations communities, and not necessarily to Inuit or Métis peoples.
[4] Idem.

including questions and data strategies that will allow analysis of program impacts for Indigenous families. This would aim to contribute to responses to respond to *Calls 10ii: Improving education attainment levels and success rates; 10iii: Developing culturally appropriate curricula and 12: … to develop culturally appropriate early childhood education programs for Aboriginal families.* I will aim to ensure that the evaluation teams I manage can openly address the issues of power and privilege, racism and oppression.

(150 words)

Example 3:
- I completed the CES e-Institute course ""Truth and Reconciliation for Evaluators". I am committed to becoming an active participant in Truth and Reconciliation.
- I have read the Six Principles of Ethical Métis Research.
- I write Indigenous land acknowledgement statements in my correspondence and reports.
- In my evaluation work, I assess whether active reconciliation principles are applicable in the context of the evaluation. For example, for my evaluation of the Housing Program, I discussed the applicability of Active Reconciliation with the evaluation committee.
- When I will have the opportunity to work with Indigenous populations, I intend to collaborate with an Indigenous partner to ensure that these principles are applied appropriately.

(109 words)

Examples for Competency 4.1 Provides leadership to the evaluation project.	
Descriptors 1) Demonstrates accountability to the evaluation client and project participants. 2) Promotes teamwork and sets team goals. 3) Attends to emerging realities of the evaluation and addresses challenges. 4 Manages conflict when necessary. 5) Evaluates the overall performance of the team throughout the project.	**Example 1** ● In my current work in a large evaluation unit, it is important that team members have access to evaluation data in ways that preserve confidentiality. I volunteered to lead the development of a classification system for our interview notes and coding sheets that allows us to protect confidentiality while sharing access to necessary data efficiently. ● As a mid-level evaluator in a unit that does large-scale evaluations, I am generally in charge of particular components, and try to show leadership in a collegial way. For example, I was recently tasked with conducting 30 key informant interviews, as one part of a larger evaluation. In the process of the interviews, it became apparent that many of the interviewees had been told that the program was going to be cut, and that the evaluation was a pretext to justify this. I documented my observations and shared them at an all-team meeting, so that this challenge could be addressed by the team leader. *(161 words)*
	Example 2 ● As an evaluation manager, I must ensure that evaluations proceed smoothly and produce timely results. For each evaluation, I set up a project execution plan that defines the roles and responsibilities of all team members, as well as expectations and acceptable delays for all

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milestones.

- I encourage teamwork and mutual support among team members, so that they can problem-solve together to re-organize workload in the case of challenges. For example, in a recent project, external interviewees were slow to respond, so I asked team members to come up with a redistribution plan so that work on the other components could advance while waiting for interviews to trickle in.
- As part of initial planning, I commit to clients to report every two weeks on progress, and to provide results in accessible formats. In an evaluation of quality improvement intervention in rehabilitation hospitals, every quarter we produced colorful mini-posters of evaluation findings as placemats for the patients' dining room.

(161 words)
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Examples for Competency 5.1: Uses communication strategies appropriate to the cultural, linguistic, social, and political context.

Descriptors	
1) Chooses and applies different communication strategies, depending on the context, to create appropriate and effective communication with stakeholders. 2) Pays attention to stakeholders' reactions and promotes respectful communication.	**Example 1** ● I summarize evaluation findings in multiple formats (e.g., executive summary, a traditional formal report with appendices, a PowerPoint presentation of main findings, and a short article for employee newsletters). ● I write conclusions and recommendations in a collaborative manner with program stakeholders, including management, program staff, and, when possible, with clients and external stakeholders. ● When negative findings are discovered, I use a collaborative approach for reviewing findings and making conclusions to be especially helpful, as program management and staff can often better understand the context of the finding and make specific recommendations for improvement. ● I ensure that evaluation reports are appropriate to the context. I use non-technical language to explain technical matters (e.g., statistics) and focus on main findings. ● I took a CES Ontario workshop called *The Art & Science of Producing Effective Infographics* and plan to use this approach next. *(140 words)*
	Example 2 ● I adapt my communication strategies throughout the entire evaluation process to be able to respect and respond to different communication styles and capacities. For example, in a participatory evaluation of a community coalition, the evaluation committee was composed of front-line service providers. To avoid jargon and make the process accessible and enjoyable, we produced a recipe book as an evaluation report, describing the ingredients (inputs), method (activities) and results (food) for a set of recipes (case studies). ● In some evaluations with marginalized participants, to ensure that the data collection feels non-threatening, I have trained front-line staff as interviewers or observers, ● In another participatory evaluation with a program beneficiary advisory group with a range of educational and cultural backgrounds, I produced data placemats with key pieces of information in the form of quotes and clear graphics, to enable participatory analysis and interpretation. *(141 words)*