Domain 1.0 Reflective Practice: Competencies focus on knowledge of evaluation theory and practice; application of evaluation standards, guidelines, and ethics; and awareness of self, including reflection on the implications of one's practice and the need for continuous learning and professional growth.

Revised Competency	Revised Descriptors
1.1 Knows evaluation theories, models, methods and tools and stays informed about new thinking and best practices.	1) Knows the foundations and development of the discipline of evaluation. 2) Knows and remains informed about existing and emerging evaluation theory, models, approaches and tools.
1.2 Integrates the Canadian/US Joint Committee Program Evaluation Standards in professional practice.	1) Incorporates in practice the five dimensions of the Standards: a) Utility b) Feasibility c) Propriety d) Accuracy e) Accountability. See https://evaluationcanada.ca/program-evaluation-standards 2) Recognizes the Standards are illustrative and to be used with discernment as required in diverse contexts.
1.3 Integrates the Canadian Evaluation Society's stated ethics in professional practice and ensures that ethical oversight is maintained throughout the evaluation.	1) Understands and adheres to Canadian Evaluation Society ethics including: a) Competence b) Integrity c) Accountability. See https://evaluationcanada.ca/ethics 2) Also considers ethical codes and guidelines that apply to the program being evaluated.
1.4 Considers human rights and the well-being of human and natural systems in evaluation practice.	1) Understands how legislation, other policy instruments, politics and international conventions can impact evaluation in a specific context. 2) Understands how public welfare and quality of life issues are embodied in a specific evaluation context. 3) In any evaluation, considers human rights, economic factors, and environmental stewardship. 4) Recognizes and takes into account tensions among individual, societal, and environmental well-being that may be present in a program.

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Revised Competency	Revised Descriptors
1.6 Provides an independent and balanced perspective in all aspects of the evaluation.	1) Declares any conflict of interest or bias. 2) Presents evaluation results as objectively as possible. 3) Speaks truth to power based on evidence grounded in the evaluation.
NEW 1.7 Is committed to transparency in all aspects of the evaluation.	1) Clearly articulates and shows the purpose and method of the inquiry. 2) Shares data and other evaluation products as required, appropriate and ethical. 3) Demonstrates the relationship between findings and conclusions.
1.8 Uses self-awareness and reflective thinking to improve own practice and to pursue purposeful learning and development as an evaluator.	1) Recognizes and manages one's own biases and strives to reduce their impact on evaluation practice. 2) Identifies one's shortcomings as an evaluation professional and actively seeks to strengthen them. 3) Learns from personal successes and failures within projects. 4) Pursues relevant opportunities for professional learning and development.
1.9 Engages in professional networks and activities and contributes to the evaluation profession and its community of practice.	1) Is a member of a professional evaluation organization and contributes to its work. 2) Attends learning events related to evaluation theory and practice. 3) Undertakes and reflects on experiential and on-the-job learning. 4) Develops and participates in communities of practice with colleagues and peers.

Domain 2.0 Technical Practice: Competencies focus on the strategic, methodological, and interpretive decisions required to conduct an evaluation.	
Revised Competency	**Revised Descriptors**
2.1 Clarifies the purpose and scope of the evaluation.	1) Consults with key stakeholders to identify the motivation and expectations for the evaluation. 2) Clarifies and documents the goals, objectives and expected uses of the evaluation.
2.2 Assesses program evaluability.	1) Determines what can be evaluated given the length of time that the program has been in operation and the availability of data. 2) Discusses with key stakeholders what can realistically be evaluated in various time frames with specified levels of effort.
2.3 Articulates the program theory.	1) Clarifies the thinking behind the program through discussion with key stakeholders and review of program documents. 2) Identifies all stakeholder groups and external influences on intended program results. 3) Reviews relevant research and other similar programs. 4) Produces a discussion document, which may include a logic model, to reflect to key stakeholders the evaluator's understanding of the program theory. 5) Works with stakeholders to refine program theory throughout the evaluation.
2.4 Frames evaluation topics and questions.	1) Produces a discussion document outlining the broad areas of enquiry for the evaluation and the questions to be addressed. 2) Ensures alignment between questions and evaluation goals. 3) Obtains agreement from key stakeholders on the questions to be addressed by the evaluation.
2.5 Develops evaluation designs.	1) Recommends an overall design for the evaluation based on context, need, relevance, and evaluation theory. 2) Outlines the strengths and weaknesses of the recommended design for review by key stakeholders. 3) Obtains agreement from key stakeholders on an evaluation design.

Domain 2.0 Technical Practice: Competencies focus on the strategic, methodological, and interpretive decisions required to conduct an evaluation.	
Revised Competency	**Revised Descriptors**
2.6 Uses appropriate evaluation methods (qualitative, quantitative, and mixed methods).	1) Determines the appropriate methodology for answering each evaluation question, taking into consideration the cultural norms and capacities of potential informants. 2) Ensures availability of necessary expertise in qualitative, quantitative, or mixed methods.
2.7 Identifies data requirements, sources, sampling, and data collection tools.	1) Indicates the type of data required to answer each evaluation question, the source(s) of data, the sample frame and the appropriate tool(s) bearing in mind the cultures and languages of potential informants. 2) Identifies data that will support program decision-making by key stakeholders. 3) Ensures that the client understands the methods and tools to be used for collecting data.
2.8 Collects data and assesses its quality using systematic, transparent, and culturally relevant methods.	1) Collects data using culturally relevant tools as identified in the evaluation plan and following best practices. 2) Assesses the level of trustworthiness of collected qualitative data using methods that are generally accepted and culturally appropriate. 3) Assesses the validity and reliability of collected quantitative data using methods that are generally accepted and culturally appropriate. 5) Assesses and incorporates cultural norms in the analysis and interpretation of data. 4) Informs users concerning the quality of collected data.
2.9 Uses findings to answer evaluation questions and, where appropriate, to develop recommendations.	1) Articulates responses to evaluation questions to the extent enabled by the data. 2) Establishes the link between any recommendations and the evaluation findings.

Domain 2.0 Technical Practice: Competencies focus on the strategic, methodological, and interpretive decisions required to conduct an evaluation.	
Revised Competency	**Revised Descriptors**
2.10 Produces complete and balanced evaluation reports and other evaluation products to support decision-making and learning.	1) Reports all substantial neutral, positive and negative findings from the evaluation. 2) Structures reports and other evaluation products to ensure that the client and other stakeholders have ready access to findings and lessons learned. 3) Communicates evaluation results to the client and other stakeholders in ways that can be easily understood by the target audience as well as the public.

Domain 3.0 Situational Practice: competencies focus on understanding, analyzing, and attending to the many circumstances that make every evaluation unique, including culture, stakeholders, and context.	
Revised Competency	**Revised Descriptors**
3.1 Examines and responds to the multiple human and natural contexts within which the program is embedded.	1) Assesses and takes into consideration the organizational structure and culture of the program. 2) Recognizes and monitors the political influences that may affect the evaluation. 3) Is responsive to the communities in which the evaluation will occur. 4) Understands and is responsive to the social, political, and environmental context in which the evaluation will occur.
3.2 Identifies stakeholders' needs from the evaluation and their capacity to participate, recognizing, respecting, and responding to aspects of diversity.	1) identifies stakeholder interests and needs with respect to the evaluation. 2) Recognizes the strengths that diverse stakeholders and differing views bring to the evaluation. 3) Identifies opportunities for building or enhancing stakeholder capacity to participate in evaluation and appreciate its usefulness. 4) Is responsive to diversity including, but not exclusive to, the following factors: culture, worldview, location, ethnicity, religion, language, socio-economic status, power differentials, gender identity and expression, sexual orientation, age, and vulnerability (including the impact of trauma).

Domain 3.0 Situational Practice: competencies focus on understanding, analyzing, and attending to the many circumstances that make every evaluation unique, including culture, stakeholders, and context.	
Revised Competency	**Revised Descriptors**
	5) Assesses and considers the intersection of multiple factors on people's lived experiences.
3.3 Respects all stakeholders and strives to build trusting relationships.	1) Acknowledges that stakeholders have different perspectives and realities. 2) Identifies and mitigates barriers to trust. 3) Strives for empathic appreciation of stakeholders' lived experiences. 4) Respects stakeholders' cultures and different ways of knowing and takes them into consideration in all phases of the evaluation.
3.4 Promotes and facilitates usefulness of the evaluation process and results.	1) Seeks and uses opportunities to increase the benefits from the evaluation process. 2) Discusses evaluation results, their implications, and possible recommendations with the client and other stakeholders. 3) Discusses with the client and other stakeholders a plan for using evaluation results that is reasonable and doable. 4) Incorporates a process for knowledge transfer and sharing in consultation with the client and other stakeholders.
3.5. Identifies and responds to changes in the context of the program, taking into account potential positive and negative impacts of the evaluation.	1) Monitors and responds to environmental and organizational changes during the course of the evaluation. 2) Recognizes the potential positive and negative impacts of the evaluation on the natural environment, organizations and individuals.
3.6 Engages in reciprocal processes in which evaluation knowledge and expertise are shared between the evaluator and stakeholders to enhance evaluation capacity for all.	1) Encourages knowledge sharing during the development of the evaluation and throughout the evaluation process. 2) Adopts the role of a listener and learner as well as bringing evaluation expertise. 3) Is open to different ways of learning, recognizing knowledge, and conceptualizing evaluation.

Domain 3.0 Situational Practice: competencies focus on understanding, analyzing, and attending to the many circumstances that make every evaluation unique, including culture, stakeholders, and context.	
Revised Competency	**Revised Descriptors**
[New] 3.7 Uses evaluation processes and practices that support reconciliation and build stronger relationships among Indigenous and non-Indigenous peoples.	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 targeted areas such as child welfare, education, language and culture, health and justice. 4) Ensures that the values of Indigenous communities are reflected in evaluation processes and practice.

Domain 4.0 Management Practice: competencies focus on applying sound project management skills throughout the project/evaluation	
Revised Competency	**Revised Descriptors**
[New] 4.1 Provides leadership to the evaluation project.	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.
4.2 Defines work parameters, plans and agreements for the evaluation.	1) Defines work parameters within the scope of the evaluation. 2) Undertakes planning and prioritization during the project. 3) Attends to issues of evaluation feasibility, workplans and timelines. 4) Manages or monitors contract agreements.

Domain 4.0 Management Practice: competencies focus on applying sound project management skills throughout the project/evaluation	
Revised Competency	**Revised Descriptors**
4.3 Identifies and effectively uses required human, financial, and technical resources.	1) Develops and manages evaluation budgets. 2) Assigns appropriate levels and use of staffing. 3) Demonstrates the cost-effective use of resources (computer systems and equipment, travel budgets, overtime, unanticipated expenses, etc.). 4) Determines the logistics of the evaluation workplan.
4.4 Coordinates and supervises others.	1) Recognizes the strengths of each team member when assigning responsibilities to maximize their success. 2) Supervises the workloads of team members and other stakeholders. 3) Delegates actions or reassigns tasks if required. 4) Seeks additional or specialized expertise when necessary. 5) Trains and mentors emerging evaluators to complete evaluation tasks effectively.
4.5 Uses group management and facilitation skills.	1) Plans and conducts meetings effectively 2) Uses appropriate communication and facilitation skills, processes and techniques considering the context and purpose. 3) Stimulates open discussion and encourages diverse perspectives. 4) Supports consensus-building and shared decision making. 5) Records decisions and shares them with group members.
4.6 Communicates project progress to all concerned.	1) Keeps the client and other stakeholders informed about progress of the evaluation. 2) Ensures that progress reports are timely and responsive to the needs of different audiences.

New DOMAIN 5.0 Interpersonal Practice: competencies focus on the social and personal skills required to communicate and interact effectively with all stakeholders	
Revised Competency	**Revised Descriptors**
[New] 5.1. Uses communication strategies appropriate to the cultural, linguistic, social, and political context.	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 to promote respectful and reciprocal communication.
5.2 Demonstrates effective and respectful written communication skills.	1) Produces clear, jargon-free and grammatically correct written communication. 2) Considers the potential intellectual and emotional response of readers. 3) Uses written communication technologies appropriate for the messaging and readership.
5.3 Demonstrates effective, appropriate, and respectful verbal and non-verbal communication skills.	1) Uses clear language appropriate to the audience. 2) Listens actively and encourages dialogue by asking relevant and clarifying questions. 3) Attends to and acknowledges both spoken word and body language. 4) Responds to emotional communication with empathy and respect.
5.4 Demonstrates the ability to negotiate, reach shared understanding, reconcile different points of view, and limit conflict.	1) Maintains a respectful environment in the face of conflict or misunderstanding. 2) Uses active listening to help resolve misunderstandings or clarify meaning. 3) Uses appropriate and effective strategies to address behaviours that interfere with the advancement of mutual understanding.
5.5 Demonstrates the ability to build partnerships within the evaluation context.	1) Recognizes and pursues partnership opportunities within the evaluation context. 2) Identifies the contributions that all parties bring to the partnership. 3) Promotes collaboration to achieve common goals. 4) Builds shared understanding and commitment.