OLD Domain 1.0 Reflective Practice: Competencies focus on the fundamental norms and values underlying evaluation practice and awareness of one's evaluation expertise and need for growth.

NEW 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.

Old Competency	Revised Competency	Revised Descriptors	Old Descriptors
[Moved from 2.0 Technical Practice] 2.1 Understands the knowledge base of evaluation (theories, models, types, methods and tools)	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.	[Old 2.1] 1) Understand the history and development of evaluation 2) Understand the parameters of social science research 3) Understand evaluation as a separate trans discipline involving logic, design, policy studies, communication, statistics, and others 4) Understand the terminology, anthology of evaluation 5) Understand the aims, processes, and results of evaluation 6) Understand a range of evaluation models, approaches, and positions

1.1 Applies professional evaluation standards	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.
			[Old 1.1]
			1) Apply the Canadian/US Joint Committee Program Evaluation Standards including:
			  a) Feasibility
			  b) Propriety
			  c) Utility
			  d) Accuracy
			  e) Accountability
			2) Apply the five dimensions of the Standards;
			3) Recognize the Standards are illustrative and to be used with discernment as required in diverse contexts and propriety obligations.

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Old Competency	Revised Competency	Revised Descriptors	Old Descriptors

1.2 Acts ethically and strives for integrity and honesty	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.
			[Old 2.1]
			1)Understand and adhere to Canadian Evaluation Society Guidelines for Ethical Conduct including:
			    a) Competence
			    b) Integrity
			    c) Accountability

1.3 Respects all stakeholders [Moved to 3.0 Situational Practice]			
1.4 Considers human rights and the public welfare in evaluation practice	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.	[Old 1.4] 1) Address the Joint Committee Program Evaluation Propriety Standards, particularly P1 "Responsive and Inclusive Orientation" (i.e., Evaluations should be responsive to stakeholders and their communities). 2) Engage in open and participatory practices demonstrating that public welfare was considered. 3) Contextualize evaluation work within human rights regimes and rights-based approaches. 4) Consider roles and responsibilities of duty bearers and rights holders. 5) Identify diverse public welfare contexts and outcomes, including gender equality, age, sexual orientation, ethnicity,

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Old Competency	Revised Competency	Revised Descriptors	Old Descriptors
			language, social class, disability, culture, religious beliefs and practices, customs, and cultural norms. 6) Consider the balance between social and individual welfare for the good of society.
1.5 Provides independent and impartial perspective	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.	[Old 1.5] 1) Able to speak truth to power while maintaining an objective frame of mind. 2) Committed to present evaluation results as objectively possible.
	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.	

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Old Competency	Revised Competency	Revised Descriptors	Old Descriptors
1.6 Aware of self as an evaluator (knowledge, skills, dispositions) and reflects on personal evaluation practice (competencies and areas for growth)	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.	[Old 1.6] 1) Accurately assess extent and type of knowledge required for a particular evaluation. 2) Demonstrate professionalism and responsibility. 3) Recognize her/his competency limits and engage others if these limits are exceeded. 4) Identify relevant areas for professional growth and improvement of skills.
1.7 Pursues professional networks and self-development to enhance evaluation practice	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.	[Old 1.7] 1) Be a member of an Evaluation professional organization. 2) Be involved in the work of an Evaluation Society. 3) Attend learning events (conference, courses, etc.) related to evaluation practice 4) Undertake experiential and on the job learning activities

OLD Domain 2.0 Technical Practice: Competencies focus on the specialized aspects of evaluation, such as design, data collection, analysis, interpretation, and reporting.

NEW Domain 2.0 Technical Practice: Competencies focus on the strategic, methodological, and interpretive decisions required to conduct an evaluation.

Old Competency	Revised Competency	Revised Descriptors	Old Descriptors
[Moved to 1.0 Reflective Practice] 2.1 Understands the knowledge base of evaluation (theories, models, types, methods and tools)			
[Changed order] 2.3 Determines the purpose for the evaluation	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.	[Old 2.3] 1) Specify the evaluation questions 2) Verify the accuracy and the appropriateness of the questions with stakeholders 3) Clarify expectations and explore possible unintended answers 4) Take into account values and assumptions underlying the purpose 5) Monitor conditions that could modify the purpose on an ongoing basis 6) Negotiate changes as required, taking the needs of the stakeholders into account.

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Old Competency	Revised Competency	Revised Descriptors	Old Descriptors
[Changed order] 2.4 Determines program evaluability	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.	[Old 2.4] 1) Work with stakeholders to clarify program theory, components, goals and fit with the program mandate using the existing logic model or creating a new one. 2) Assess the extent to which managers or stakeholders are likely to use evaluation findings 3) Assess stage of planning cycle in order to determine type of evaluation (process, outcome) that is best suited for the stage 4) Review sources of information (primary or secondary) available and modify or develop new data collection processes if necessary 5) Consider how far an evaluation is likely to lead to real improvements in the program and whether this is commensurate with the projected costs and efforts of conducting an evaluation 6) Provide feedback to stakeholders for program development that may be required before an effective and useful evaluation can be conducted
[Changed order] 2.2 Specifies program theory	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	[Old 2.2] 1) Understand the component parts of a program theory of change/logic model and the linkages between component parts (e.g., inputs, activities, outputs; levels of outcomes) 2) Consult with the client and other relevant stakeholders to identify the specific component parts for the program in question 3) Identify the connections between and within the component parts (e.g., between activities and outcome, between activities, between outcomes)

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Old Competency	Revised Competency	Revised Descriptors	Old Descriptors
		the evaluator's understanding of the program theory. 5) Works with stakeholders to refine program theory throughout the evaluation.	4) Identify logical and practical flow to the anticipated achievement of outcomes 5) Understand the program and the logic model in the context of the theoretical underpinnings of the service delivered where applicable (e.g., theories underpinning health promotion approaches, crisis intervention etc.) 6) Understand, identify, and articulate the assumptions underlying the program 7) Draft a logic model 8) Provide a written commentary of the model which accounts for assumptions, theoretical underpinnings, connections between component parts of the model 9) Utilize logic models to facilitate evaluative thinking in programs 10) Understand and selects various forms of logic models and other similar tools (e.g., log frames, theory of change) 11) Evolve a logic model as a living document

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Old Competency	Revised Competency	Revised Descriptors	Old Descriptors

2.5 Frames evaluation questions	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.
			[Old 2.5]
			1) Understand the basic objectives and questions associated with various types of evaluation (e.g., process, outcome, cost-related)
			2) Understand and analyze interdependencies between monitoring and evaluation
			3) Consult with clients and other stakeholders:
			    a) to develop an understanding of the evaluation needs of the client and the uses that will be made of evaluation results
			    b) identify questions/areas to be addressed
			4) Review program documentation to identify relevant information regarding evaluation purposes, objectives, questions, design, data collection approaches, data sources, formats for data collection, data analysis, and reporting
			5) Analyze materials collected to identify:
			    a) Purpose(s) of evaluation
			    b) Objective(s) of evaluation
			    c) Evaluation questions associated with each objective
			6) Word evaluation purposes, objectives, and associated questions in such a way that responses to the questions will ensure the client's needs and uses for the results can be addressed

2.6 Develops evaluation designs	2.5 Develops evaluation designs.	1) Recommends an overall design for the evaluation based on context, need, relevance, and evaluation theory.	[Old 2.6] 1) Identify technically adequate designs, in the context of program/policy and strategic objectives, that address the evaluation questions; and investigate and document their quality

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Old Competency	Revised Competency	Revised Descriptors	Old Descriptors
		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.	2) Differentiate process and outcome questions and establish appropriate indicators 3) Establish evaluation feasibility and appropriateness through stakeholder consultation and program documentation 4) Anticipate problems and limitations of the design 5) Propose innovative ideas and new solutions to problems 6) Choose most effective and efficient design given the available resources 7) Employ triangulation, where appropriate, by using one or more of the following: a) multiple methods, multiple researchers, multiple data sources, multiple theories

[Combined]
2.7 Defines evaluation methods (quantitative, qualitative or mixed)
 	
2.9 Develops reliable and valid measures/tools
	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.
			[Old 2.7]
			1) Identify combinations of methods best suited to answer the research questions, choosing from a wide range of mixed (i.e., qualitative, quantitative, etc.) methods including:
			    a) Quantitative: Measurement of performance indicators, surveys, quasi-experimental, etc.
			    b) Qualitative: Interviews, focus groups, observations, participant observation, content analysis, etc.
			2) Challenge conventional methodologies and develop sound alternatives
			
			[Old 2.9]

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Old Competency	**Revised Competency**	**Revised Descriptors**	**Old Descriptors**

			1) Employ sampling strategies appropriate to the research design, choosing from a wide range of strategies including:
			
			    a) Random systematic sampling, stratified sampling, proportionate stratified sampling, disproportional stratified
			    b) Purposeful sampling (including maximum variation, homogenous, emergent, snowball, criterion based, typical case, critical case, extreme case, theory based, purposeful random, stratified purposeful)
			
			 2) Identify and/or develop effective data collection tools, such as:
			
			 a) questionnaires, interview guides, performance measures, standardized tests, pre- and post-tests, that will address the issues identified in the design

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Old Competency	Revised Competency	Revised Descriptors	Old Descriptors
2.8 Identifies data sources	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.	[Old 2.8] 1) Identify multiple data sources 2) Identify appropriate primary sources and relevant secondary sources 3) Consult with stakeholders to identify appropriate sources and issues in accessing these sources, for example, interviewing the target population, viewing internal documents, open-ended questions in surveys, direct observations 4) Determine quality and availability of the data (pilot test some of the data to anticipate cleaning issues, ensure availability, ensure completeness of fields, etc.) 5) Anticipate and plan for probable data limitations (e.g., incompatible data sets, messy construct definitions, etc.) 6) Identify or develop data dictionaries to operationally define constructs and establish protocols for categorizing data 7) Identify assumptions underlying data (e.g., assuming data entries were made using consistent, clear, and coherent protocols)
[Combined] 2.10 Collects data 2.11 Assesses validity of data 2.12 Assesses reliability of data 2.13 Assesses trustworthiness of 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.	[Old 2.10] 1) Collect information with a view to accuracy, neutrality, fairness, controlling bias and facilitating participation of respondents 2) Address quality control issues, for example, conducts observer reliability checks, or takes steps regarding missing or incomplete program records 3) Ensure adequate adherence to established data collection protocols (e.g., audit interviews to ensure that interviewers have been adequately trained in the required interview method)

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Old Competency	Revised Competency	Revised Descriptors	Old Descriptors
		3) Assesses the validity and reliability of collected quantitative data using methods that are generally accepted and culturally appropriate.	4) Determine extent of adherence to data entry protocols (i.e., draw a sample of entries and check against protocols and raw data) 5) Negotiate access to data collection sites/populations
		5) Assesses and incorporates cultural norms in the analysis and interpretation of data.	6) Supervises data collection/ fieldwork
		4) Informs users concerning the quality of collected data.	[Old 2.11]
			1) Ascertain whether or not all members of the sampling frame population (people, files, documents, locations, etc.) had an equal chance of being included in the sample, and, if there's a comparison group, ascertain whether all members of the sample had an equal chance of being allocated to the group receiving the program intervention (the observation group) and the comparison group
			2) Where such chances are unequal, describe how unequal they are, and assess how unrepresentative of the population this has made the resulting sample or how different from each other this has made the intervention group and the comparison group; and make a judgment about how critical either of these factors will be to the validity of the evaluation.
			3) Identify and describe any biases in the data collection methods:
			a) Sources to check for consistency and negative cases
			b) Examine findings from various theoretical or stakeholder perspectives
			c) Consider investigator effects such as predisposition, insufficient training, changing views

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Old Competency	**Revised Competency**	**Revised Descriptors**	**Old Descriptors**
			[Old 2.12] 1) Ascertain the margin of error (confidence interval) and/or the P value of statistical calculations made with the data. [Old 2.13] 1) Confirm accuracy of data through member checking, for example, ask participants to review transcripts. 2) Compare data collected by multiple methods and/or from multiple sources to check for consistency and negative cases 3) Consider investigator effects such as predisposition, insufficient training, changing views

| [Combined]

2.14 Analyzes and interprets data

2.15 Draws conclusions and makes recommendations | 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. | [Old 2.14]
1) Assess the program's relevance to the funder, the program clients, and other stakeholders
2) Identify confounding variables by identifying and describing the nature and scale of the alternative independent variables, good or bad, and demonstrate why they are attributable to the program.
3) Examine the cause-effect relationships reflected in the collected data and to estimate their impact, positive or negative.
4) Recognize the importance of confounding variables in non-randomized controlled trials.
5) Make reasoned and supportive claims about attribution
6) Analyze and interpret the data using the methods specified in the evaluation design and any others that are suitable for the collected data and the evaluation questions
7) Use qualitative analysis to provide context and perspective to quantitative findings and to develop recommendations through critical analysis of all findings
8) Examine findings from various theoretical or stakeholder perspectives
9) Identify opportunities for improvements in cost-effectiveness, program delivery and/or program design

[Old 2.15]
1) Formulate conclusions for each evaluation question using inductive reasoning including answers that are implicit in the analysis, and potential answers that are consistent with, but not necessarily implicit in, the analysis.
2) Formulate recommendations as appropriate (e.g., on the level (including zero) of funding, taking account of the relevance of the program's goals and attributable impacts, and for the purpose of improving cost-effectiveness, the program's management, methods and internal allocation of resources, etc.) |

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Old Competency	Revised Competency	Revised Descriptors	Old Descriptors

2.16 Reports evaluation findings and results	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.
			[Old 2.16]
			1) Prepare a report that includes:
			    a) the evaluation's terms of reference,
			    b) the evaluation design, framework and its rationale,
			    c) the departures from the design during the data gathering and analysis stages,
			    d) the data collection and analysis methods actually used
			    e) strengths and limitations of the design/methods, and how these might affect the interpretation of findings
			    f) the conclusions that can be drawn from the data analysis, and
			    g) the recommendations that can be based upon those conclusions
			2) Prepare clear and concise reports that address the needs of the audience
			3) Use formats (e.g. graphics, tables, quotes, etc.) and types (e.g., executive summary, technical, video, etc.) that are adapted to the needs of various stakeholders

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NEW 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.

Old Competency	Revised Competency	Revised Descriptors	Old Descriptors
[Combined] 3.1 Respects the uniqueness of the site 3.2 Examines organizational, political, community and social contexts	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.	[Old 3.1] 1) Assess and appreciate the characteristics and conditions of the evaluation site for the program/project evaluation [Old 3.2] 1) Assess the organizational structure and culture of the program/project 2) Recognize and monitor the political influences that may affect the evaluation 3) Understand and be responsive to the community in which the evaluation will occur 4) Understand and be responsive to the social context in which the evaluation will occur
[Combined] 3.3 Identifies impacted stakeholders 5.9 Attends to issues of diversity and culture	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	[Old 3.3] 1) Identify the key stakeholders for the evaluation 2) Identify stakeholders impacted indirectly by the evaluation [Old 5.9] 1) Identify the needs of diverse constituents and communities including: age, sexual orientation, ethnicity, language, social class, disability, culture, gender, religious beliefs and practices, local customs, organizational

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Old Competency	Revised Competency	Revised Descriptors	Old Descriptors
		status, power differentials, gender identity and expression, sexual orientation, age, and vulnerability (including the impact of trauma). 5) Assesses and considers the intersection of multiple factors on people's lived experiences.	cultures, academic disciplines and epistemological orientation towards evaluation methodologies and approaches 2) Display sensitivity to issues of diversity 3) Respond proactively to issues of diversity, striving to be equitable and inclusive
1.3 Respects all stakeholders	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.	[Old 1.3] 1) Acknowledge all input in an appropriate and timely manner 2) Recognize own biases and strive to be equitable

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Old Competency	Revised Competency	Revised Descriptors	Old Descriptors
3.4 Identifies the interests of all stakeholders [Combined] 3.5 Serves the information needs of intended users (also covered by various technical competencies) 3.6 Attends to issues of evaluation use	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.	[Old 3.4] 1) Identify the major interests of the key stakeholders 2) Prioritize the interests of the key stakeholders 3) Acknowledge and balance the interests of other stakeholders involved in or affected by the evaluation (e.g., employers, clients, etc.) [Old 3.5] 1) Assess the communication styles of the stakeholders 2) Develop a communication plan that meets the needs of the intended users and the evaluator 3) Develop language that is appropriate for the intended users 4) Develop and disseminate the results of the evaluation to the intended users and to other appropriate stakeholders [Old 3.6] 1) Discuss the results of the evaluation with the sponsor/key stakeholders 2) Consult with the sponsor/key stakeholders for suggestions on the results of the evaluation for implementation 3) Provide recommendations that are accurate, reasonable and implement-able

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Old Competency	Revised Competency	Revised Descriptors	Old Descriptors
3.7 Attends to issues of organizational and environmental change	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.	[Old 3.7] 1) Identify and respond to the current organizational, and environmental contexts with appropriate detail 2) Monitor and respond to changing environmental and organizational contexts of programs and other initiatives evaluated 3) Provide monitoring strategies to determine the effectiveness of organizational and environmental change
[Deleted] 3.8 Applies evaluation competencies to organization and program measurement challenges	Covered elsewhere		[Old 3.8] 1) Provide advice on the design of programs, policies, initiatives, or projects 2) Provide advice on the identification and articulation of measurable results for organizations, programs, policies initiatives or projects 3) Provide advice on ongoing monitoring of organizations, programs, policies, initiatives, or projects

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Old Competency	Revised Competency	Revised Descriptors	Old Descriptors
3.9 Shares evaluation expertise	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.	[Old 3.9] 1) Encourage evaluation capacity building 2) Help stakeholders, clients, partners understand the purpose and value in evaluation 3) Mentor colleagues for evaluation practice 4) Share knowledge by presenting evaluation topics in seminars/workshops 5) Submit evaluation articles to appropriate journals

CES Competencies for Evaluators, Comparison Document, April 23.18

OLD Domain 3.0 Situational Practice: competencies focus on the application of evaluative thinking in analyzing and attending to the unique interests, issues, and contextual circumstances in which evaluation skills are being applied.

NEW 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.

Old Competency	Revised Competency	Revised Descriptors	Old 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.	

OLD DOMAIN 4.0 Management Practice: competencies focus on the process of managing a project / evaluation, such as budgeting, coordinating resources and supervising.
NEW DOMAIN 4.0 Management Practice: competencies focus on applying sound project management skills throughout the project/evaluation

Old Competency	Revised Competency	Revised Descriptors	Old 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.	
4.1 Defines work parameters, plans and agreements	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.	[Old 4.1] 1) Develop a scope statement for the evaluation listing the tasks to be included in the evaluation 2) Develop a work plan to include all phases of the evaluation including tasks, deliverables, milestones, scheduling, and resources and who is responsible for each task 3) Attend to emerging realities of the evaluation 4) Conduct contract negotiations between the stakeholders requesting funding for the evaluation and evaluation consultant

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NEW DOMAIN 4.0 Management Practice: competencies focus on applying sound project management skills throughout the project/evaluation			
Old Competency	**Revised Competency**	**Revised Descriptors**	**Old Descriptors**
[Deleted] 4.2 Attends to issues of evaluation feasibility	Covered in 2.0 Technical Practice		[Old 4.2] 1) Apply the Canadian/US Joint Committee Program Evaluation Feasibility standard and the ethical guidelines of the Canadian Evaluation Society 2) Determine if the evaluation project should not occur, or if it should not occur at the time the evaluation is requested (evaluability evaluation)
[Combined] 4.3 Identifies required resources (human, financial and physical) 4.4 Monitors resources (human, financial and physical)	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.	[Old 4.3] 1) Identify the human resources required to conduct the evaluation; define the role of each member of the evaluation team; and create a staffing management plan 2) Identify and implement a financial plan, and then execute it, monitoring all aspects of the finances available for the evaluation project 3) Identify the materials and space required, and define which project team members are suitable and available for the evaluation phases [Old 4.4] 1) Measure the evaluation team's and individual's performance 2) Determine if the projected budget is adhered to during the execution of the evaluation 3) Identify/monitor specific materials, equipment, technical resources, space, and the project team members available for the evaluation phases

OLD DOMAIN 4.0 Management Practice: competencies focus on the process of managing a project / evaluation, such as budgeting, coordinating resources and supervising.			
NEW DOMAIN 4.0 Management Practice: competencies focus on applying sound project management skills throughout the project/evaluation			

Old Competency	Revised Competency	Revised Descriptors	Old Descriptors
4.5 Coordinates and supervises others	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.	[Old 4.5] 1) Integrate the evaluation team and individual's various tasks and activities to collaboratively conduct the evaluation 2) Determine the strengths for each individual on the team and maximize them for the success of the evaluation 3) Oversee the work of the evaluation team and individuals on the team 4) Provide constructive feedback
[Moved from 5.0 Interpersonal Skills] 5.6 Uses facilitation skills (group work)	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.	[Old 5.6] 1) Draw on a number of facilitation techniques (role play, brainstorming, simulation, building consensus, debriefing, Delphi etc.) 2) Employ open, honest dialogue 3) Motivate others 4) Integrate diverse perspectives 5) Deal with challenging dynamics 6) Reach sustainable decisions

OLD DOMAIN 4.0 Management Practice: competencies focus on the process of managing a project / evaluation, such as budgeting, coordinating resources and supervising.
NEW DOMAIN 4.0 Management Practice: competencies focus on applying sound project management skills throughout the project/evaluation

Old Competency	Revised Competency	Revised Descriptors	Old Descriptors
4.6 Reports on progress and results	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.	[Old 4.6] 1) Providing progress reports at appropriate milestones during the project timeframe 2) Discuss, interpret, and provide conclusions of the results of an evaluation to provide evidence from the evaluation data 3) Write reports in language that is appropriate to the audience
[Moved to 5.0 Interpersonal Practice] 4.7 Identifies and mitigates problems / issues			

OLD DOMAIN 5.0 Interpersonal Practice: competencies focus on people skills, such as communication, negotiation, conflict resolution, collaboration, and diversity.			
New DOMAIN 5.0 Interpersonal Practice: competencies focus on the social and personal skills required to communicate and interact effectively with all stakeholders			

Old Competency	Revised Competency	Revised Descriptors	Old 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.	
5.1 Uses written communication skills and technologies	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.	[Old 5.1] 1) Describe the program, its context and environment and assumption in clear and understandable language that is easily accessible to the stakeholders addressed 2) Write reports that effectively communicate the processes of the evaluation 3) Write concise summary reports for different audiences 4) Write conclusions and recommendations that can be easily understood and assimilated. 5) Communicate negative findings with a view to learning and improvement 6) Use communication technology effectively (e.g., emails, social networking tools, etc.)

OLD DOMAIN 5.0 Interpersonal Practice: competencies focus on people skills, such as communication, negotiation, conflict resolution, collaboration, and diversity. **New DOMAIN 5.0 Interpersonal Practice:** competencies focus on the social and personal skills required to communicate and interact effectively with all stakeholders			
Old Competency	**Revised Competency**	**Revised Descriptors**	**Old Descriptors**
[5.2 & 5.3 Combined] 5.2 Uses verbal communication skills	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.	[Old 5.2] 1) Use language appropriate to the audience 2) Avoid imprecise or misleading language 3) Recognize that in oral presentations, the tone of the voice, body language and facial expressions are important 4) Encourage dialogue and feedback
5.3 Uses listening skills	5.4 Actively attends to and acknowledges stakeholders' written, spoken, and body language.	1) Pays attention to the various ways stakeholders react and provide feedback. 2) Recognizes emotional responses. 3) Listens actively and deepens understanding by asking relevant and clarifying questions.	[Old 5.3] 1) Anticipate and resolve misunderstanding. 2) Understand that comprehensive listening involves the voice as well as facial and body expressions
[Combined] 4.7 Identifies and mitigates problems/ issues 5.4 Uses negotiation skills 5.5 Uses conflict resolution skills	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.	[Old 4.7] 1) Identify conflict situations, causes, and problem-solving strategies by the people involved 2) Identify potential problem areas, informing the stakeholders of the problem and provide remedial suggestions 3) Identify and decrease the probability and impact of negative events on the evaluation 4) Identify issues dealing with contracts and vendors as soon possible to resolve these issues 5) Analyze and articulate lessons learned and apply them to other projects

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Old Competency	Revised Competency	Revised Descriptors	Old Descriptors
			[Old 5.4]
			1) Negotiate formal agreements with clearly established objectives
			2) Apply standard negotiation strategies (examples: dealing with stonewalling, ambiguous conditions, the unexpected, hidden objectives, silence etc.....)
			3) Seek to negotiate a win-win perspective (i.e. strategizing for benefits to both parties) that is responsive to emerging developments
			4) Offer a menu of possibilities when negotiating roles and evaluation approaches
			5) Point out the learning value of mixed findings
			6) Clarify that data are not negotiable
			7) Ensure that criteria for judgments, procedures and interpretation of findings are carefully described
			[Old 5.5]
			1) Resolve personal (evaluator) conflicts of interests
			2) Create an environment that values diverse perspectives
			3) Limit conflicts by monitoring interplay of exchanges
			4) Utilize standard problem-solving strategies (examples: clarifying the problem, identifying key elements, collecting information around the problem, challenging assumptions etc.)
[Deleted]	Covered in 4.0 Management Practice and other competencies in this domain.		[Old 5.7]
			1) Contribute to building and working in teams:

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Old Competency	Revised Competency	Revised Descriptors	Old Descriptors
5.7 Uses interpersonal skills (individual and teams)			a) Select members with requisite and complementary skills (or has an awareness of this process) b) Capitalize on individual differences and build Interdependence c) Establish a clear purpose, roles and time-bound tasks of participants (or has an awareness of this process) d) Provide encouragement and constructive feedback to ensure that individual performance and accountability is central 2) Cultivate a personal disposition that reflects: a) Self-confidence, equilibrium, and poise b) Responsive orientation towards others with a non-defensive acceptance of feedback c) A service orientation and empathy towards others
5.8 Uses collaboration/ partnering skills	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.	[Old 5.8] 1) Encourage others to work towards a common goal 2) Value open and active sharing of knowledge 3) Appreciate innovative contribution accepting the flow of the dialogue in a new direction 4) Promote shared understanding to create a participative synergy 5) Advance systems thinking and work towards mutual benefit among partners

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Old Competency	**Revised Competency**	**Revised Descriptors**	**Old Descriptors**
[Deleted] 5.9 Attends to issues of diversity and culture	Covered in several competencies in 1.o Reflective Practice, 2.0 Technical Practice, and 3.0 Situational Practice.		[Old 5.9] 1) Identify the needs of diverse constituents and communities including: age, sexual orientation, ethnicity, language, social class, disability, culture, gender, religious beliefs and practices, local customs, organizational cultures, academic disciplines and epistemological orientation towards evaluation methodologies and approaches 2) Display sensitivity to issues of diversity 3) Respond proactively to issues of diversity, striving to be equitable and inclusive
[Deleted] 5.10 Demonstrates professional credibility	Covered by competencies in 1.0 Reflective Practice, 2.0 Technical Practice and 3.0 Situational Practice.		[Old 5.10] 1) Comply with the Utility Standard of the JC Standards specifically U1 "Evaluator Credibility" (i.e., Evaluations should be conducted by qualified people who establish and maintain credibility in the evaluation context) 2) Assess the degree of fit between context and the evaluator's expertise 3) Build trust among multiple participants and audiences 4) Respond to a variety of methodological traditions, social practices and ideological orientation 5) Demonstrate substantive knowledge of the program to be evaluated 6) Help stakeholders to see themselves as program experts. 7) Demonstrate personal integrity 8) Select teams that extend the evaluator's personal credibility (or have an awareness of this process) 9) Display political astuteness and staying abreast of social forces 10) Establish functional, professional relationships with stakeholders

Old Competency	Revised Competency	Revised Descriptors	Old Descriptors
			11) Maintain independence of thought and action
			12) Provide evidence of academic and other credentials

(table header row continued above)

OLD DOMAIN 5.0 Interpersonal Practice: competencies focus on people skills, such as communication, negotiation, conflict resolution, collaboration, and diversity.

New DOMAIN 5.0 Interpersonal Practice: competencies focus on the social and personal skills required to communicate and interact effectively with all stakeholders