

## Competencies for Canadian Evaluation Practice- Example Narratives

*To assist you in composing your narratives, we provide examples below. 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 (e.g. use 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.*

### Examples for Competency 1.1 Applies professional evaluation standards

#### *Candidate #1*

- I have conducted numerous evaluations in education, health, and social services, each time considering the five categories of the *Joint Committee Program Evaluation Standards*. For example, under the category “propriety” I considered the welfare of patients who participated in a formative study of a smoking cessation program.
- I have taken all ESS modules, where specific evaluation standards are discussed formally and informally.
- I hold a certificate from the online tutorial: *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans*.
- For my PhD thesis, my proposal met the standards of the formal University of Toronto Ethical Review (1998).

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#### *Candidate #2*

- As a member of CES, I adhere to the *Joint Committee Program Evaluation Standards*. Every evaluation I conduct is individually tailored to the needs of the client recognizing the dimensions of feasibility, propriety, utility, accuracy and meta evaluation. As an example of “accuracy”, I thoroughly examine the context of a program so that its likely influences on the program outcomes can be identified. A specific example is a study I conducted on breakfast programs where the socio-economic aspect of the client population differed from school to school.
- In 2009, I attended the CES workshop *Evaluating for Results* to further my professional development. Many aspects of the five dimensions were illustrated by the instructor.
- My formal education in the Georgian College Research Analyst Program provided a background in all five categories of the *Joint Committee Program Evaluation Standards*, especially in propriety, utility, and accuracy.

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#### *Candidate #3*

- 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.
- I have taken Master’s courses that included ethics in planning and evaluation.
  - Evaluation Theory and Practice in Education, OISE/UT (2003)
  - Research Methods in Education, OISE/UT (2004)
- My Master’s research had to meet ethical research standards of the University of Toronto and was designed to meet the *Joint Committee Program Evaluation Standards*. For instance, under feasibility” I had to ensure minimal disruption of classes when observing secondary school classes.