

Canadian Evaluation Society

PROFESSIONAL DESIGNATION

*Brigitte Maicher, Keiko Kuji-Shikatani,
Heather Buchanan & Volunteers*

DEG 2009 Conference
October 8



**Canada
has a professional
designation**



Why we thought we could succeed

- Evaluation in Canada is different than in the US
- The time was right
- The field of evaluation had matured sufficiently
- Evaluators needed to define themselves as professionals
- We had the support of our membership



A Professional Designation for evaluators

How we got there



PROJECT OVERVIEW





Canadian Evaluation Society

Credentialed Evaluator

The designation is built on three pillars

- Ethics
 - CES Guidelines for Ethical Conduct
- Standards
 - Joint Committee Program Evaluation Standards
- Competencies
 - Descriptors and Definitions



Critical Components of the Project

- Approval of **Competencies**
 - With Competencies Companion Document, Definitions and Qualification Requirements
- **Policy & Program Proposal**
 - Program design (goal, activities, structure and resources)
 - Program implementation plan
 - Program measurement plan

Credentialed Evaluator Definition

- Credentialed Evaluator means – “*the holder has provided evidence of education and experience to be competent.*”

Credentialed Evaluator Qualifications

- Requirements include:
 - 1. Graduate level education demonstrated through a degree or certificate; and
 - 2. Two years of fulltime equivalent evaluation-related work experience within the last 10 years; and
 - 3. Demonstrate the relevance of experience and / or education to 70% of the competencies in each of the 5 domains of the Competencies for Canadian Evaluation Practice.

The requirement to retain the CE designation includes:

Forty (40) hours of professional development over three years



Competencies

for Canadian Evaluation Practice

- Crosswalk
- Draft competencies
- Member surveys
- Credentialing Sub Committee work
 - Descriptors
 - Validation survey



COMPETENCIES

Domains

- Reflective Practice competencies focus on the fundamental norms and values underlying evaluation practice and awareness of one's evaluation expertise and needs for growth.
- Technical Practice competencies focus on the specialized aspects of evaluation, such as design, data collection, analysis, interpretation, and reporting.
- 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.
- Management Practice competencies focus on the process of managing a project / evaluation, such as budgeting, coordinating resources and supervising.
- Interpersonal Practice competencies focus on people skills, such as communication, negotiation, conflict resolution, collaboration, and diversity.

Validation Highlights

Three clusters

Domains

Competencies

Descriptors

Validation of Domains

- 17 Experts responded

Four categories:

from inappropriate to very appropriate

Reflective practice - **77%**

Technical practice - **100%**

Situational practice - **91.7%**

Management practice - **92.3 %**

Interpersonal practice - **92.4 %**

Validation Highlights of Competencies

- Highest “very appropriate” ratings in:
- **Reflective practice domain (6 competencies)**
 - Applies professional evaluation standards 81.3%
- **Technical practice domain (14 competencies)**
 - Understands the knowledge base of evaluation 100%
 - Develops evaluation designs 100%
 - Defines evaluation methods 100%

Validation Highlights of Competencies

- Highest “**very appropriate**” Ratings in:
- **Situational practice domain (9 competencies)**
 - Serves the information needs of intended users 73.3%
- **Management practice domain (6 competencies)**
 - Identifies required resources 73.3%
- **Interpersonal domain (9 competencies)**
 - Uses written and verbal communication skills 71.4%
 - Demonstrates professional credibility 71.4 %

Ratings under 75%

appropriate + very appropriate

- Of the 46 competencies only the following five received a rating below 75%
 - 1) “Pursues professional networks and self development” (74%)
 - 2) “Attends to issues of evaluation use” (66.7%)
 - 3) Attends to issues of organizational change. (73.2%)
 - 4) “Shares evaluation expertise” (66.7 %)
 - 5) “Coordinators and supervises others” (66.7%)

Validation Highlights

Competency Descriptors

- Ongoing refinement is required.
- Expert feedback needs to be incorporated
- Discussions around sufficiency have not taken place
- Suggestions regarding weighting have been proposed

Descriptor Ratings of 100%

- The item stated: “The evaluator has the knowledge, skills and disposition to apply the standards”
- **Appropriate + very appropriate**
 - 27 responses out of 200 received 100%, mostly in the technical practice domain.
 - 37 were in the 90 %
 - 158 were over 75%
 - 42 were under 75%

Ratings under 75%
appropriate + very appropriate

Of the 200 descriptors 42 (21%)
were under 75%

The lowest are describing the competency
“Uses Negotiation Skills”

Ranging from 53.9 to 77%

Ratings under 75%

appropriate + very appropriate

- Here are some more sample items:
- Engage in open and participatory practices demonstrating that public welfare was considered (71.5%)
- Contextualize evaluation work with human rights regimes and rights based approaches (53.9%)

Ratings under 75% appropriate + very appropriate

6. Identify public welfare contexts and outcomes i.e. age, gender etc. (71.4%)
7. Being involved in the work of an Evaluation Society (60%)
8. Understand the history and development of evaluation (62.6%)
9. Assess characteristics and conditions of the evaluation site (66.7%)

Ratings under 75%

appropriate + very appropriate

10. Assess communication styles of the stakeholders (72.4%)
11. Appropriate dissemination of the results (60%)
12. Respond to organization and environments contexts (66.7%)
13. Develop monitoring strategies of change (47.6 %) lowest rating

Samples of Descriptor Ratings of 100 %

- Understand the program and the logic model
- Clarify expectations
- Take into account values and assumptions underlying the purpose
- Negotiate changes as required
- Specify the evaluation questions

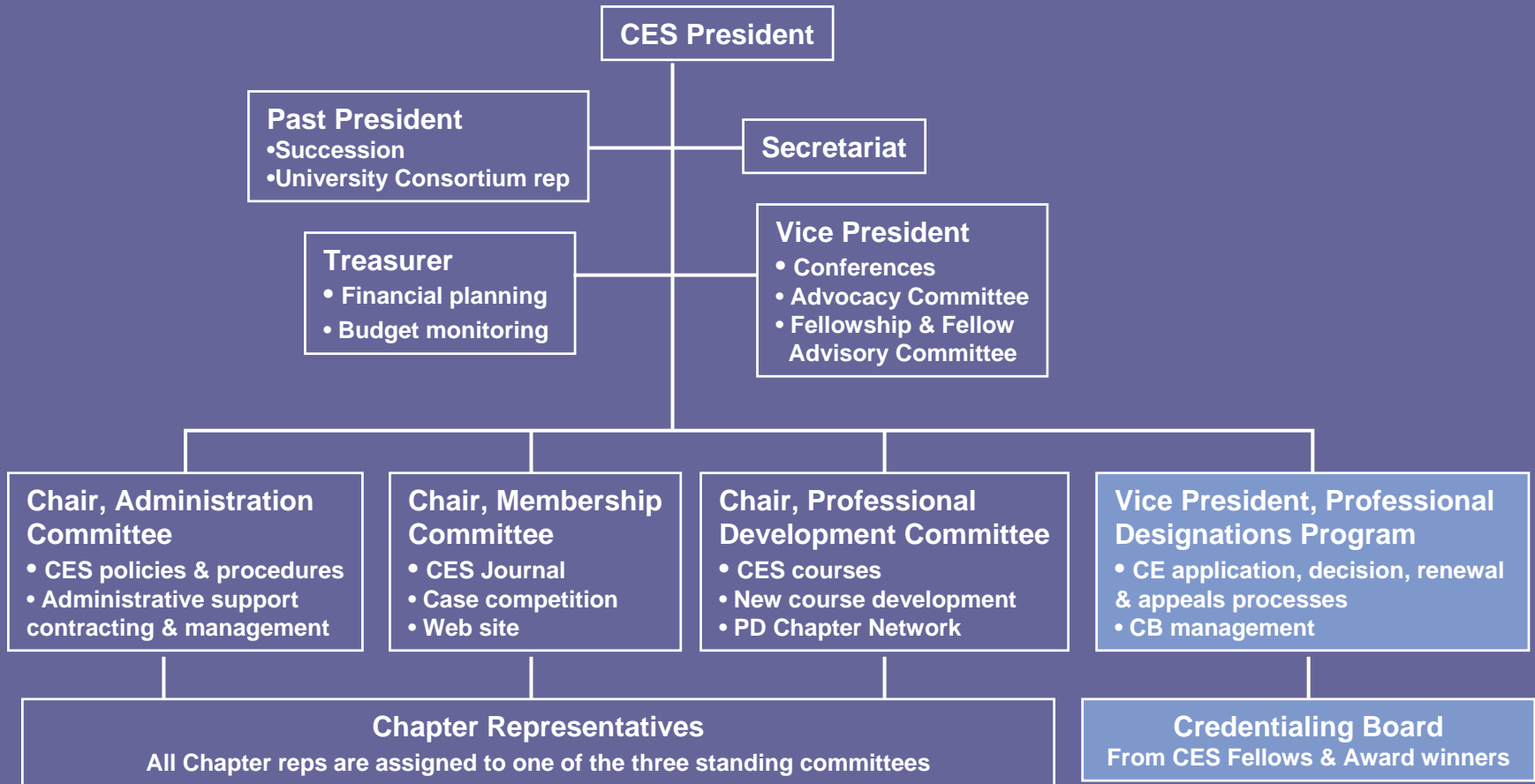


Professional Designation Organizational Model

- Vice President, Professional Designations
- Application Administrator
- Credentialing Board

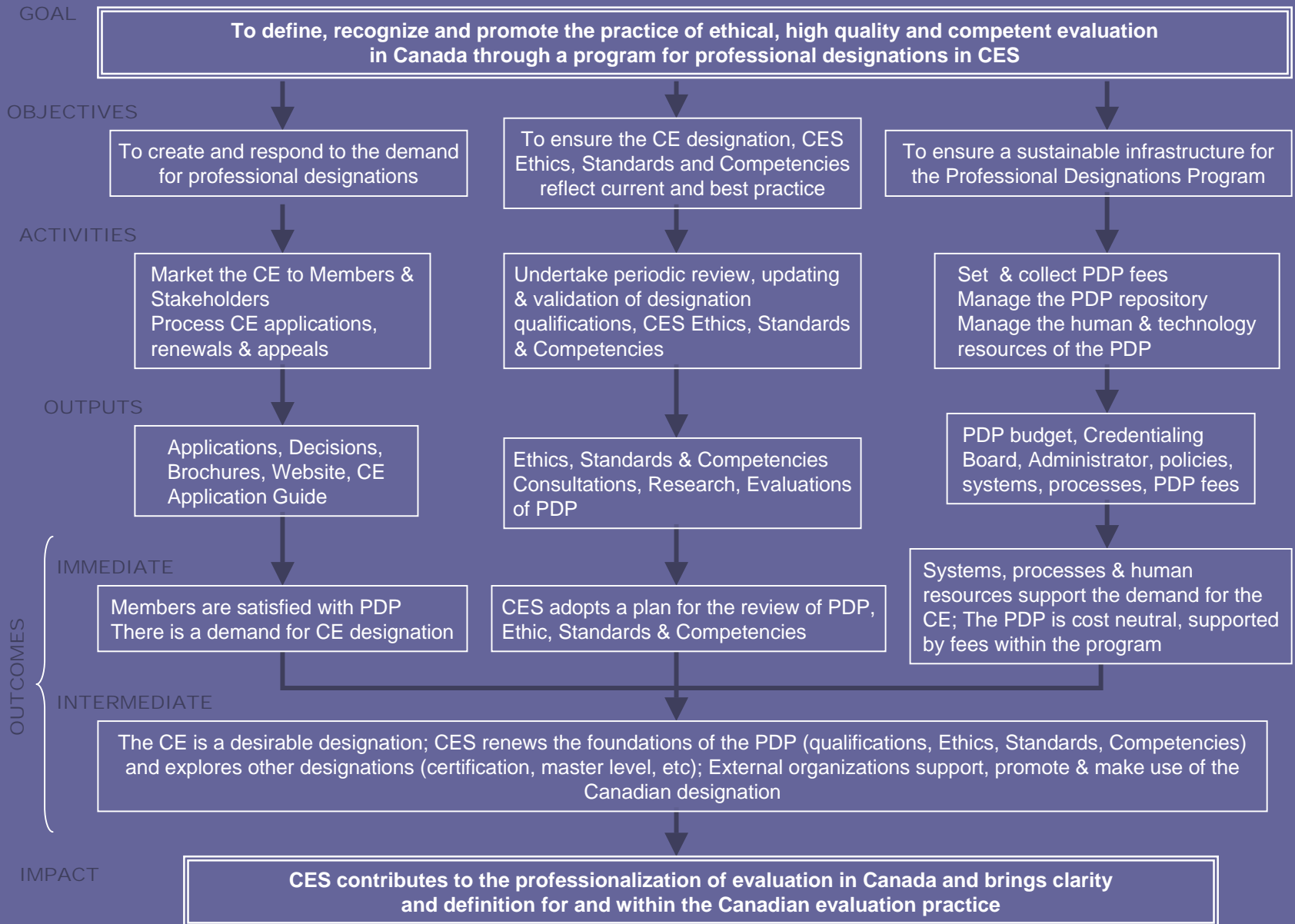


NATIONAL COUNCIL



CES Professional Designations Project

PROFESSIONAL DESIGNATIONS PROGRAM (PDP) LOGIC MODEL





CES Members said...

About the level of interest:

- Ranged from a low of 10% to a high of 75%

Appears an estimate of 20% is reasonable for costing purposes



Credentialed Evaluator (CE)

Costs

- Application fee \$385
- CE membership + \$35 p/year
 - CES investment of \$38,865
 - Cost neutral in steady state
 - Based on 20% uptake = 316 current members and 82 p/year new CE members



Grand Parenting Provision

- Current CES Members (June 1, 2009)
- Educational requirement met with an undergraduate degree and 5 years experience
- No PLAR required
- Other 2 requirements apply
- Window of opportunity

Future challenges

- Availability of training – University Consortium
- Measuring the implementation
- Application of competencies, standards and ethical guidelines.



THANK YOU

YOUR COMMENTS & QUESTIONS...

CES Professional Designations Project