

2018 AEA Evaluator Competencies

text



0	1	2	3	4	5	6
<i>Entry / Novice</i>		<i>Proficient / Skilled</i>			<i>Mastery / Expert</i>	
<ul style="list-style-type: none"> • Developing awareness / building knowledge • Limited repertoire • Limited experience • Unaware of potential problems • Unaware of questions to ask 		<ul style="list-style-type: none"> • Applying knowledge routinely • Basic repertoire • Moderate amount of experience • Solves problems as they arise • Aware of questions to ask and able to access resources to answer the questions 			<ul style="list-style-type: none"> • Using knowledge fluently and effectively • Advanced repertoire • Extensive experience • Anticipates problems before they arise • Poses questions to the field • Sought out for input 	

1.0 Professional Practice

focuses on what makes evaluators distinct as practicing professionals

Professional practice is grounded in AEA’s foundational documents, including the Program Evaluation Standards, the AEA Guiding Principles, and the AEA Statement on Cultural Competence.

1.1	Acts ethically through evaluation practice that demonstrates integrity and respects people from different cultural backgrounds and indigenous groups.	0	1	2	3	4	5	6
1.2	Applies the foundational documents adopted by the American Evaluation Association that ground evaluation practice.	0	1	2	3	4	5	6
1.3	Selects evaluation approaches and theories appropriately.	0	1	2	3	4	5	6
1.4	Uses systematic evidence to make evaluative judgments.	0	1	2	3	4	5	6
1.5	Reflects on evaluation formally or informally to improve practice.	0	1	2	3	4	5	6
1.6	Identifies personal areas of professional competence and needs for growth.	0	1	2	3	4	5	6
1.7	Pursues ongoing professional development to deepen reflective practice, stay current, and build connections.	0	1	2	3	4	5	6
1.8	Identifies how evaluation practice can promote social justice and the public good.	0	1	2	3	4	5	6
1.9	Advocates for the field of evaluation and its value.	0	1	2	3	4	5	6

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2.0 Methodology

focuses on technical aspects of evidence-based, systematic inquiry for valued purposes

Methodology includes quantitative, qualitative, and mixed designs for learning, understanding, decision making, and judging.

2.1	Identifies evaluation purposes and needs.	0	1	2	3	4	5	6
2.2	Determines evaluation questions.	0	1	2	3	4	5	6
2.3	Designs credible and feasible evaluations that address identified purposes and questions.	0	1	2	3	4	5	6
2.4	Determines and justifies appropriate methods to answer evaluation questions, e.g., quantitative, qualitative, and mixed methods.	0	1	2	3	4	5	6
2.5	Identifies assumptions that underlie methodologies and program logic.	0	1	2	3	4	5	6
2.6	Conducts reviews of the literature when appropriate.	0	1	2	3	4	5	6
2.7	Identifies relevant sources of evidence and sampling procedures.	0	1	2	3	4	5	6
2.8	Involves stakeholders in designing, implementing, interpreting, and reporting evaluations as appropriate.	0	1	2	3	4	5	6
2.9	Uses program logic and program theory as appropriate.	0	1	2	3	4	5	6
2.10	Collects data using credible, feasible, and culturally appropriate procedures.	0	1	2	3	4	5	6
2.11	Analyzes data using credible, feasible, and culturally appropriate procedures.	0	1	2	3	4	5	6
2.12	Identifies strengths and limitations of the evaluation design and methods.	0	1	2	3	4	5	6
2.13	Interprets findings/results in context.	0	1	2	3	4	5	6
2.14	Uses evidence and interpretations to draw conclusions, making judgments and recommendations when appropriate.	0	1	2	3	4	5	6

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3.0 Context

focuses on understanding the unique circumstances, multiple perspectives, and changing settings of evaluations and their users/stakeholders

Context involves site/location/environment, participants/stakeholders, organization/structure, culture/diversity, history/traditions, values/beliefs, politics/economics, power/privilege, and other characteristics.

3.1	Responds respectfully to the uniqueness of the evaluation context.	0	1	2	3	4	5	6
3.2	Engages a diverse range of users/stakeholders throughout the evaluation process.	0	1	2	3	4	5	6
3.3	Describes the program, including its basic purpose, components, and its functioning in broader contexts.	0	1	2	3	4	5	6
3.4	Attends to systems issues within the context.	0	1	2	3	4	5	6
3.5	Communicates evaluation processes and results in timely, appropriate, and effective ways.	0	1	2	3	4	5	6
3.6	Facilitates shared understanding of the program and its evaluation with stakeholders.	0	1	2	3	4	5	6
3.7	Clarifies diverse perspectives, stakeholder interests, and cultural assumptions.	0	1	2	3	4	5	6
3.8	Promotes evaluation use and influence in context.	0	1	2	3	4	5	6

4.0 Planning and Management

focuses on determining and monitoring work plans, timelines, resources, and other components needed to complete and deliver an evaluation study

Planning and management include networking, developing proposals, contracting, determining work assignments, monitoring progress, and fostering use.

4.1	Negotiates and manages a feasible evaluation plan, budget, resources, and timeline.	0	1	2	3	4	5	6
4.2	Addresses aspects of culture in planning and managing evaluations.	0	1	2	3	4	5	6
4.3	Manages and safeguards evaluation data.	0	1	2	3	4	5	6
4.4	Plans for evaluation use and influence.	0	1	2	3	4	5	6
4.5	Coordinates and supervises evaluation processes and products.	0	1	2	3	4	5	6
4.6	Documents evaluation processes and products.	0	1	2	3	4	5	6
4.7	Teams with others when appropriate.	0	1	2	3	4	5	6
4.8	Monitors evaluation progress and quality and makes adjustments when appropriate.	0	1	2	3	4	5	6
4.9	Works with stakeholders to build evaluation capacity when appropriate.	0	1	2	3	4	5	6
4.10	Uses technology appropriately to support and manage the evaluation.	0	1	2	3	4	5	6

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5.0 Interpersonal

focuses on human relations and social interactions that ground evaluator effectiveness for professional practice throughout the evaluation

Interpersonal skills include cultural competence, communication, facilitation, and conflict resolution.

5.1	Fosters positive relationships for professional practice and evaluation use.	0	1	2	3	4	5	6
5.2	Listens to understand and engage different perspectives.	0	1	2	3	4	5	6
5.3	Facilitates shared decision making for evaluation.	0	1	2	3	4	5	6
5.4	Builds trust throughout the evaluation.	0	1	2	3	4	5	6
5.5	Attends to the ways power and privilege affect evaluation practice.	0	1	2	3	4	5	6
5.6	Communicates in meaningful ways that enhance the effectiveness of the evaluation.	0	1	2	3	4	5	6
5.7	Facilitates constructive and culturally responsive interaction throughout the evaluation.	0	1	2	3	4	5	6
5.8	Manages conflicts constructively.	0	1	2	3	4	5	6