# PHASE IV: REPORT AND REFLECT ON RESULTS

This critical phase is often overlooked under the assumption that a PD program concludes once assessment data are collected and analyzed. To the contrary, high quality professional development requires both the analysis of data and reflection on results. The true benefits of the professional development program can only be realized when planners, participants, and supporters are provided with: (1) a summary report of the outcomes; (2) adequate time for reflection; and (3) guidance on feedback expectations.

**Step 1: Summary report of PD outcomes**

* Who will prepare the summary report? What is its audience and how will it be shared?

**Step 2: Presentation of outcomes and reflection**

* Who will present the summary report to stakeholders?
* What kind of reflection activities will they participate in? Who will facilitate the reflection activities?

**Step 3: Shared decision-making about future direction**

* What are the decisions to be made on the basis of the summary report?
* How will the stakeholder group’s reflection arrive at these decisions?

In preparation for carrying out these final steps, at least one district or school administrator should meet with the PD team to determine the following:

* Purpose of the final feedback
* Final conclusions and recommendations to be included in the report
* Report recipients (audiences) and the need to tailor reporting methods
* Reporting methods
* Report release schedule
* Reflection session date and feedback deadline

# **Reporting Results**

As a general rule of thumb, the final report is concise (no longer than 10 pages) and guided by the following considerations:

**Conclusions and recommendations are backed up with evidence/data.**

The team ensures that their summary of conclusions and recommendations addresses educator and student outcomes based on analyses of the formative and summative results. The [Summary of Conclusions and Recommendations](http://www.doe.mass.edu/pd/PlanAssess/Tools/SummaryConclusions-Recommendations.docx) can help the team ensure that their findings are based on evidence and data.

Ideally, the report includes anecdotal feedback and testimonials from participating educators, as well as recommendations on sustainability and the need for program modifications and improvements.

**Audience selection is based on interest and benefits.**

Before determining reporting methods, the team identifies stakeholder audiences with a clear interest in the outcomes of the PD programs (e.g., administrators and participants). They also think of those who may benefit from a review of the outcomes (e.g., sharing middle school PD program results with high school teachers). Based on their target audiences, the team will determine the need for more than one reporting method.

**Methods and Schedule**

Reporting decisions vary by audience, as illustrated in the following table of sample reporting methods, schedules, and feedback options. In addition, interests and scheduling demands are likely to influence the choice of feedback options and timing. **If the outcomes are especially promising, school leaders may wish to use a variety of reporting methods to not only share and celebrate outcomes but also garner future support for sustaining the PD program.**

| Reporting Method | Target Audience | When to Report | Feedback Option |
| --- | --- | --- | --- |
| Formal technical evaluation report | School committee, district and school administrators | According to school committee calendar | Feedback given to superintendent |
| Oral presentation (guided by slide deck of key findings) | School/district educators, union leaders, parents | Scheduled whole school or parent assemblies | Feedback gathered during the meeting with a means and deadline for additional feedback |
| Newsletter article summarizing conclusions | Educators and parents | According to school newsletter schedule | Suggestion drop box in main office |
| School web page with brief narrative overview, data reports, video clips, photos, etc. | School audience | As soon as possible | Email address provided for feedback |

# **Reflecting on the Results**

The final step in the evaluation process is providing the opportunity and time to reflect on the assessment results. During this step, the team meets with stakeholders, especially the participants. The PD team documents initial feedback, while also giving time for in-depth reflection and final feedback on such areas as:

* + Impact of the PD on educators and students
  + Quality of implementation
  + The quality of the assessments used
  + Adequacy of data for credibility of the results
  + Resources allocated to the evaluation
  + Overall value of assessment results

The team can use the prompts in[Guiding Protocol for Interpreting Final Outcomes](http://www.doe.mass.edu/pd/review/RevisedTools/Guiding-Protocol-for-Stakeholder-Reflection-in-Interpreting-Outcomes.revised.docx)to facilitate group reflection, discussion, and feedback from the stakeholders that they have identified. In some cases, and with the permission of the group, they may record these face-to-face sessions to document initial feedback. In all cases, the team should provide group members with instructions and a deadline for final feedback. Results are documented and reviewed by the team and district/school administrators for future PD planning and decision-making.