**Determine Best Data Collection Method at School**

**Date**

| **Data Collection Method** | **Description** | **Purpose** | **Length of time** | **Benefits** | **Opportunities to Collect Data** |
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| **Focus Groups** | Small group discussion about a topic.  | Explore shared or divergent experiences among a group. | ~ 60 minutes | * Participants build on each other’s responses, allowing for diverse perspectives and ideas.
 | *Students:* during Advisory period or lunch*Teachers:* before or after school*Families:* recruit participants during conferences or evening events |
| **Interviews** | Discussion with one person at a time.  | Explore participant’s thoughts and experiences about a topic in depth. | ~ 60 minutes | * Can be easier to schedule with one person than a group.
* If the topic is sensitive participants might be more comfortable talking in this setting.
 | *Students:* during Advisory period or lunch*Teachers:* before or after school, during planning time*Families:* recruit participants during conferences or evening events |
| **Open-ended Survey** | Questionnaire using open-ended questions where participants write their responses.  | Elicit feedback from respondents. | ~ 30 minutes | * This will take less time.
* Participants may be more willing to write responses about a topic than to share them out loud.
* Responses can be completely anonymous.
 | *Students:* during Advisory period, add questions to an exit slip*Teachers:* during department or other staff meetings*Families:* share a QR code during pick up or drop off, at conferences, or at evening events |
| **Journal Reflection** | Reflection prompts in a journal where participants write their responses. | Elicit feedback from respondents. | ~30 minutes | * This will take less time.
* Can collect data multiple times throughout the year.
* Participants may be more willing to write responses about a topic than to share them out loud.
 | During Advisory period. |
| **Observation Tool** | Structured instrument used to document what is observed about processes, interactions, behaviors, etc.  | Record behaviors and conditions in a specific environment in real-time.  | ~ 60 minutes | * Able to collect information about practices and conditions in the classroom.
* Does not require scheduling time for discussion.
 | During a regular class period.  |
| **Artifacts** | Physical documents like student work, journal entries, etc. | Understand a person’s learning and engagement.  | Depends on the quantity of artifacts collected. | Can help gauge or monitor student progress or engagement. * Can help identify learning barriers.
* Does not require scheduling time for discussion.
 | Gather student work from teachers. |
| **Visual Data** | Visual mediums like photos, videos, and presentations. | Document activities, events, and interactions. Often complements other forms of data. | Depends on the quantity of visual data collected. | * A way to document real-time interactions, behaviors, etc. in a classroom or school.
* Does not require scheduling time for discussion.
 | During a regular class period. Gather student work presentations from teachers.  |