

## Determine Best Data Collection Method at School

Data Collection Method	Description	Purpose	Length of time	Benefits	Opportunities to Collect Data
<b>Focus Groups</b>	Small group discussion about a topic.	Explore shared or divergent experiences among a group.	~ 60 minutes	<ul style="list-style-type: none"> <li>Participants build on each other's responses, allowing for diverse perspectives and ideas.</li> </ul>	<i>Students:</i> during Advisory period or lunch <i>Teachers:</i> before or after school <i>Families:</i> recruit participants during conferences or evening events
<b>Interviews</b>	Discussion with one person at a time.	Explore participant's thoughts and experiences about a topic in depth.	~ 60 minutes	<ul style="list-style-type: none"> <li>Can be easier to schedule with one person than a group.</li> <li>If the topic is sensitive participants might be more comfortable talking in this setting.</li> </ul>	<i>Students:</i> during Advisory period or lunch <i>Teachers:</i> before or after school, during planning time <i>Families:</i> recruit participants during conferences or evening events
<b>Open-ended Survey</b>	Questionnaire using open-ended questions where participants write their responses.	Elicit feedback from respondents.	~ 30 minutes	<ul style="list-style-type: none"> <li>This will take less time.</li> <li>Participants may be more willing to write responses about a topic than to share them out loud.</li> <li>Responses can be completely anonymous.</li> </ul>	<i>Students:</i> during Advisory period, add questions to an exit slip <i>Teachers:</i> during department or other staff meetings <i>Families:</i> share a QR code during pick up or drop off, at conferences, or at evening events

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<b>Journal Reflection</b>	Reflection prompts in a journal where participants write their responses.	Elicit feedback from respondents.	~30 minutes	<ul style="list-style-type: none"> <li>• This will take less time.</li> <li>• Can collect data multiple times throughout the year.</li> <li>• Participants may be more willing to write responses about a topic than to share them out loud.</li> </ul>	During Advisory period.
<b>Observation Tool</b>	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	<ul style="list-style-type: none"> <li>• Able to collect information about practices and conditions in the classroom.</li> <li>• Does not require scheduling time for discussion.</li> </ul>	During a regular class period.
<b>Artifacts</b>	Physical documents like student work, journal entries, etc.	Understand a person's learning and engagement.	Depends on the quantity of artifacts collected.	<ul style="list-style-type: none"> <li>• Can help gauge or monitor student progress or engagement.</li> <li>• Can help identify learning barriers.</li> <li>• Does not require scheduling time for discussion.</li> </ul>	Gather student work from teachers.
<b>Visual Data</b>	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.	<ul style="list-style-type: none"> <li>• A way to document real-time interactions, behaviors, etc. in a classroom or school.</li> <li>• Does not require scheduling time for discussion.</li> </ul>	<p>During a regular class period.</p> <p>Gather student work presentations from teachers.</p>