

Module #6. Tools Appendix

1. CONVERGENCE WITH OTHER STAKEHOLDERS

Use the worksheet below to consider how to approach convergence with other stakeholders, as well as who to approach.

1) What are the key findings from your data analysis process that you need for convergence?

2) Consider your group of interest and your findings from the data analysis process. Do your findings relate to the group's:

- Preferences and beliefs
- Behavior and/or performance
- Both
- Something different: _____

3) Who else would have insight into these characteristics of your group of interest? Think about who will be able to offer rich perspective on your group's preferences and beliefs, and/or behavior and performance. You might consider:

- Teachers
- Counselors
- Students
- Parents
- Community members
- School leaders
- District leaders

In the space below, note which group(s) you would approach for triangulation and why they have the insight you need to triangulate your findings.

- 4) Consider the findings you need for convergence. Given these findings, would it be better to glean deep insight from focus groups and interviews, or to gather data from a larger sample through a survey?

Depending on your choice, refer to the Focus Groups and Interviews or Surveys module for guidance on developing and administering the triangulation method.

2. TRIANGULATION WITH OBSERVATIONS

If your findings relate to behavior, this worksheet can help you think through what to observe and support you in developing an observation protocol.

- 1) What behavioral findings do you wish to confirm through triangulation?

- 2) Where would you see these behaviors in action?

- 3) What will you be looking for during the observation? Will you be looking for incidences of a specific behavior? Evidence of the quality of an interaction? Be as specific here as possible.

4) Based on your response to question three above, what elements should your note sheet include? You might consider:

- Tally/count of specific behaviors
- Transcript of conversation
- Rating of quality of interaction, behavior, etc.

5) Based on your response to Question 4 above, use the space below to create a draft notes sheet.



- 6) Consider the definitions and limitations you must impose on your observation protocol. For example, if you are counting/tallying interactions, how will you define those interactions? If you are rating the quality of an interaction, how will each rating be defined? Use the space below to set out these definitions and limitations.



3. TRIANGULATION WITH ARTIFACTS

Use this worksheet to consider potential sources of artifacts helpful for triangulating your findings.

Consider your findings. Are there any artifacts (to which you could gain access) that could help you confirm the accuracy of your findings? These artifacts might include:

- Student work that provides evidence of academic performance
- Student work in which students reflect on their beliefs or preferences
- Behavior logs or other tools for tracking student behavior

Note any potentially relevant artifacts below, and how they will relate to your triangulation process.

Refer to Module 4, Qualitative Data Analysis, for guidance on coding these artifacts.

4. TRIANGULATION WITH AVAILABLE DATA

Use this worksheet to consider potential sources of available data helpful for triangulating your findings.

Consider your findings. Are there any sources of available data that could you confirm the accuracy of your findings? These sources might include:

- Grades
- Standardized test scores
- Attendance

Note any potentially relevant sources of data below, and how they will relate to your triangulation process.

Refer to Module 5, Quantitative Data Analysis, for guidance on triangulating available data with your findings.