Structured Template for Ongoing Analysis

1. Divide your data by type (observation, interview, artifact, researcher’s journal, other). Read through your data; make notes in the margins. Analyze your data by responding to the following questions. Use the data in your responses. Do this for the data from each type.
   - What seems to be happening in this data?
   - What is not happening in this data?
   - What is repeated in this data (words, behaviors, attitudes, occurrences)?
   - What is surprising, perplexing, disturbing in the data?
   - What information seems to be missing from the data?

2. When you complete this for each data type, synthesize your data by considering the following questions. Again, jot down responses. Use the data in your responses.
   - What patterns emerge across the landscape of the data?
   - What is the classroom context for these patterns?
   - Where are the contradictions, paradoxes, and dilemmas in the data? (What does not seem to fit in the landscape?)
   - What are the emotional and intellectual reactions to this data?
   - What confirms and disaffirms what is thought about the research question?

3. Next, deconstruct this data set by responding to the following questions. Again, use data in your response. Also, include your hunches.
   - Where have categories of either/or interpretations been made? How can these either/or conclusions be reconstructed using a different lens?
• What are the limitations of the analysis and synthesis? (What do you not know and what can you not know?)

• What assumptions are being made in the analysis and synthesis? What values and beliefs do these assumptions rely upon?

• What would students, parents, a cooperating teacher, an advisor, or authors in the literature say about the analysis and synthesis?

4. Now, consider context. Respond to the following questions about your data set. Use data in your response.

• How does the role of student-teacher influence the data and the interpretation of data?

• In what ways did the action research project conclude in the way you as the teacher-researcher wanted? How does this reflect your own beliefs/values?

• How do the interpretations reflect your beliefs/values of what “good” teaching is, “good students” are, and “good” curriculum should be?

• How do the interpretations mirror values and beliefs you hold as a teacher-researcher given your ethnic, gender, and social standings? How are the interpretations limited by these same labels?

• How do the interpretations align with the stated school and community values and beliefs where the project was conducted?

5. Finally, look back over all of your notes. Take special note of areas that seem repetitive in your responses across the above categories.

• Do you need to change your data collection methods to better answer your critical question? What changes need to be made?
• Does the critical question still seem pertinent or relevant? Does this data change your perception and thus the focus of your research?

• What practices in your teaching do you need to change based upon this data?

6. Talk over these last three items with your critical colleague, mentor teacher and/or instructor. Strategize and implement the next stages of your research.