New Mexico Biliteracy-Bilingualism Seal

Focus Groups: Coding Data

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Agenda

1. Overview

2. Presentation and demonstration: Coding focus group data

3. Practice: Coding Seal focus group data

4. Discussion: Review of the coding experience

5. Wrap-up and next steps

Today's goals

- Learn how to code the focus group data.

- Practice coding the data and discuss the process.

- Discuss process for completing and returning the completed files.

Ten focus groups

- Bilingual and world language teachers – 3 groups

- Special education teachers – 1 group

- District directors – 4 groups (1 virtual)

- Students – 1 group

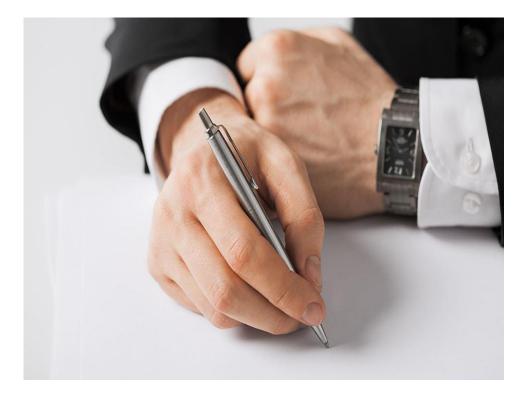- Tribal educators – 1 group

Main topics across participant types

1. Original reasons for adopting the Seal?

2. Current priorities for the Seal program?

3. How and when are students informed about the Seal?

4. How and when are parents informed about the Seal?

5. How and when do students sign up?

6. Are students with IEPs pursuing the Seal?

7. How are students recognized as they work towards the Seal?

8. Which pathways are used for demonstrating proficiency?

9. Are requirements appropriate; does the Seal indicate proficiency?

10. What additional resources would be helpful?

11. Successes?

12. Challenges?

13. Recommendations to improve the Seal program?

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Coding focus group data to prepare for analysis

- Analysis will involve sorting and summarizing comments about a common topic across and within participant types. Coding each comment will make it easier to sort and analyze the data for our meeting next month.

- The "data" are the word-for-word written transcription of the audio-recorded focus group discussions.

- A planned, transparent, and systematic coding process ensures
  - findings reflect what focus group participants said, and
  - findings are verifiable.

- We will have two people code each set of data and will examine and reconcile and discrepancies.
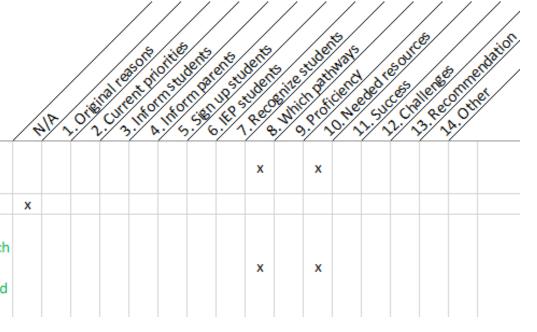
Coding process for the NM Seal focus group data

1. Each row in the spreadsheet includes a moderator or participant comment.

2. Type an "x" in the column indicating the topic of the comment.

3. Topics align to protocol topics.

4. A comment will get more than one code if it refers to multiple topics.

5. Some rows will be marked N/A.

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For example, during a question about which Seal pathways the school uses (topic 8) the participant refers to the need for a standard rubric to evaluate portfolios; this also fits under needed resources (topic 10).
The transcription includes some unneeded remarks. Use N/A code for remarks we can ignore during analysis.

Focus group and participant ID	Data	N/A	1. Original reasons	2. Current priorities	3. Inform students	4. Inform parents	5. Sign up students	6. IEP students	7. Recognize students	8. Which pathways	9. Proficiency	10. Needed resources	11. Success	12. Challenges	13. Recommendation	14. Other
TFG1 participant 4:	What we really need for that portfolio option though is a rubric, and it would be neat, it would be wonderful if there were a standard rubric across the state.									x		x				
TFG1 Moderator 1:	Mm-hmm (affirmative).	x														
TFG1 participant 4:	Because we were looking at the rubric from say … Well I don't want to mention any, uh, districts by name, but none of them are represented at this table let it suffice to say which have a rubric, um, that seemed very low standards in our eyes, such as like, "You should have a hook at the beginning and blah, blah, blah." Like things that seem like, "You should use this type face, and you should use this font size."									x		x				

Discussion about the coding experience

Wrap-up and next steps

Thank you!

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