

Figure 2.5: Success Tool—Interview Theme Definition Process

Instructions: Follow the steps laid out for each of the three phases. When you are done, you will have captured the key themes from the interviews.	
Phase	Steps
Preparation	1. Decide who will be part of the analysis and invite them to the meeting. We recommend a combination of teachers, support staff, and administrators. 2. If you used a transcription tool (such as Otter AI), clean up the interview transcripts so they are legible. 3. Print multiple copies of each transcript to distribute among individuals or small groups in the meeting. 4. Decide who will analyze which interviews. If there is a small number of transcripts, all team members can read all the transcripts. If there is a large number of transcripts, divide them into equal portions. Distribute them to groups of two or three team members. We recommend that at least two people review the same transcript so there are multiple perspectives. 5. Gather materials for the meeting: transcripts, chart paper and markers (or a digital platform if preferred), sticky notes, and pens.
Analysis	1. Provide copies of the transcripts to the team members who will conduct the analysis. 2. Post chart paper on the wall to capture the team's thinking. Charts can be labeled by stakeholder group or by question asked. 3. Have each team member engage in the following three-pass protocol. a. First pass: Read or skim through the transcript to familiarize yourself with what is said. b. Second pass: Annotate the transcript, identifying key words or phrases that stand out. c. Third pass: Discuss the transcript with your partner or small group. On sticky notes, write key words, phrases, or ideas that emerged from the transcript—one idea per note—and then post them on the appropriate chart paper. Note: Do not write down solutions or assumptions. Write facts based on what was said in the interview.
Synthesis	1. For each sheet of chart paper, engage in affinity mapping by reading the listed sticky notes and grouping them by common themes, patterns, or priorities. 2. Write a short phrase or sentence that describes each grouping. 3. Review each chart and identify areas to celebrate and problems that should be explored as part of the school-improvement process.