

Ideas and Instruments for Conducting Research on Cognitive CoachingSM and Adaptive Schools

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Might you like to do research on Cognitive CoachingSM or Adaptive Schools? Great! You have come to the right place!

Thinking Collaborative offers coaching for people who might be interested in conducting studies in these two areas. Please contact Jenny Edwards at jedwards@fielding.edu.

What Might You Like to Discover?

What might you like to discover about Cognitive CoachingSM or Adaptive Schools? What are some of your hunches about the differences they are making in your district? Please start by brainstorming some ideas. If you have already started training staff members, what are some of the things you are noticing? If you have not yet started training staff members, what were some of the areas that you were hoping might be even better in your district as a result of training in these areas? Take a moment and jot down some ideas.

With whom would you like to measure the impacts? Would you like to focus on the effects of teachers using Cognitive CoachingSM with their students? Would you like to know how Adaptive Schools helps groups to function even more effectively?

Table 1 includes some of the many areas that you could explore with instruments in Cognitive CoachingSM. You could administer the instruments before teachers and principals participate in Cognitive CoachingSM training and after they participate in the training. Then, you could compare their scores using a statistical software package such as the Statistical Package for the Social Sciences (SPSS). At this writing, they are on Version 22.0.

Table 1

Areas to Explore with Instruments in Cognitive CoachingSM

Areas to Investigate	Teachers	Principals
Beliefs	Collective Teacher Beliefs Scale (http://wmpeople.wm.edu/site/page/mxtsch/researchtools--)	

Efficacy	<p>Collective Efficacy Scale (http://www.waynekhoy.com/collective_efficacy.html)</p> <p>Teacher Sense of Efficacy Scale (http://wmpeople.wm.edu/site/page/mxtsch/researchtools)</p> <p>Teachers Sense of Efficacy in Language Instruction (http://wmpeople.wm.edu/site/page/mxtsch/researchtools)</p>	Principal Sense of Efficacy (http://wmpeople.wm.edu/site/page/mxtsch/researchtools)
Empowerment	School Participant Empowerment Scale (http://education.missouri.edu/orgs/mlc/6_surveys.php)	
Group Cohesiveness	Organizational Citizenship Scale (http://wmpeople.wm.edu/site/page/mxtsch/researchtools)	
School Climate	School Climate Index with Organizational Citizenship (http://wmpeople.wm.edu/site/page/mxtsch/researchtools)	
School Culture	School Culture Quality Survey, David C. Anchin Center (http://anchin.coedu.usf.edu)	
Trust	Faculty Trust Scale (http://wmpeople.wm.edu/site/page/mxtsch/researchtools)	Principal Trust Scale (http://wmpeople.wm.edu/site/page/mxtsch/researchtools)

The table below includes some areas to investigate with instruments in Adaptive Schools.

Table 2

Areas to Explore with Instruments in Adaptive Schools

Area to Investigate	Teachers	Principals
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Ability to Make Changes	Change Orientation Scale (http://www.waynehoy.com/change_scale.html)	
Efficacy	Teacher Sense of Efficacy Scale (http://wmpeople.wm.edu/site/page/mxtsch/researchtools)	Principal Sense of Efficacy (http://wmpeople.wm.edu/site/page/mxtsch/researchtools)
Empowerment	School Participant Empowerment Scale (http://education.missouri.edu/orgs/mlc/6_surveys.php)	
Leadership		Principal Leadership Questionnaire (http://education.missouri.edu/orgs/mlc/6_surveys.php)
Organizational Citizenship	Organizational Citizenship Scale (http://wmpeople.wm.edu/site/page/mxtsch/researchtools)	
Organizational Climate	Organizational Climate Description for Elementary Schools (http://www.waynehoy.com/ocdq-re.html) Organizational Climate Description for Middle Schools (http://www.waynehoy.com/ocdq-rm.html) Organizational Climate Description for Secondary Schools (http://www.waynehoy.com/ocdq-rs.html)	
Organizational Health	Organizational Health Inventory for Elementary Schools (http://www.waynehoy.com/ohie.html) Organizational Health Inventory for Middle Schools	

	<p>(http://www.waynehoy.com/ohi-m.html)</p> <p>Organizational Health Inventory for Secondary Schools (http://www.waynehoy.com/ohi-s.html)</p>	
Professionalism	<p>Professionalism Index (http://www.waynehoy.com/professionalism_index.html)</p>	
School Culture	<p>School Culture Survey (http://www.nationalachiever.com/schoolculturesurvey.pdf)</p> <p>School Culture Survey (http://education.missouri.edu/orgs/mllic/6_surveys.php)</p>	<p>School Culture Survey (http://education.missouri.edu/orgs/mllic/6_surveys.php)</p>
School Effectiveness	<p>School Effectiveness Index (http://www.waynehoy.com/school_effectiveness_index.html)</p>	
School Mindfulness	<p>School Mindfulness Scale (http://www.waynehoy.com/org_mindfulness.html)</p>	
School Climate	<p>School Climate Index (http://wmpeople.wm.edu/site/page/mxtsch/researchtools)</p> <p>School Climate Index with Organizational Citizenship (http://wmpeople.wm.edu/site/page/mxtsch/researchtools)</p>	
School Structure	<p>Enabling School Structure (http://www.waynehoy.com/enabling_structure.html)</p>	
Trust	<p>Faculty Trust Scale (http://wmpeople.wm.edu/site/page/mxtsch/researchtools)</p>	<p>Principal Trust Scale (http://wmpeople.wm.edu/site/page/mxtsch/researchtools)</p>

The Effects of Cognitive CoachingSM on Teachers—Qualitative Methods

After your teachers have taken training in Cognitive CoachingSM, you could conduct focus groups or individual interviews with them and ask them questions such as the following:

- What changes are you noticing in the ways in which you interact with your students as a result of taking training in Cognitive CoachingSM?
- What changes are you noticing in the ways in which you interact with your colleagues as a result of taking training in Cognitive CoachingSM?
- What changes are you noticing in the ways in which you plan lessons as a result of taking training in Cognitive CoachingSM?
- What changes are you noticing in yourself as a result of taking training in Cognitive CoachingSM?

The Effects of Adaptive Schools on Teachers—Qualitative Methods

Perhaps you might want to conduct focus groups of teachers in your school to determine the effects of the Adaptive Schools work on their meetings and the ways in which they are working with their colleagues. You could also conduct individual interviews. Some possible questions to ask might be:

- What differences are you noticing in the ways in which you are interacting with your colleagues in meetings as a result of the Adaptive Schools training?
- What differences are you noticing in the ways in which you are interacting with your colleagues as a result of the Adaptive Schools training?
- What differences are you noticing in the ways in which your colleagues are interacting in meetings as a result of the Adaptive Schools training?
- What differences are you noticing in the ways in which your colleagues are interacting with you and with each other as a result of the Adaptive Schools training?
- What differences are you noticing in the meetings in which you participate as a result of the Adaptive Schools training?

If members of your group have not yet received training in Adaptive Schools, you could conduct focus groups and/or interviews before the first training and after the last training. Then, you could compare people's answers to questions such as the ones below:

- What are some of the behaviors that people exhibit in meetings that help the group to accomplish its tasks?
- What are some of the behaviors that people exhibit in meetings that keep the group from accomplishing its tasks?
- What might be some behaviors that you would like for members of the group to use to help the group to accomplish its tasks?
- What might you, as an engaged group member, be able to do to even more effectively help the group to accomplish its tasks?

The Effects of Cognitive CoachingSM on Students—Qualitative Methods

If you would like to discover the effects of using Cognitive CoachingSM with students, you might consider some of the following options:

- Invite teachers to use Cognitive CoachingSM with their students and/or to teach Cognitive CoachingSM skills to their students. They could coach them on their writing, on preparing for tests, or in any other area. Then, teachers could:
 - Compare weekly tests of students.
 - Compare students' grades on their report cards.
 - Compare students' standardized test scores.
 - Take notes on the ways in which students talk with one another.
 - Ask students questions about how their teachers' use or teaching of Cognitive CoachingSM has influenced their:
 - Thinking
 - Planning for their writing/lessons/etc.
 - Learning processes