

Attachment C

Statement of Work Science of Teaching Subject Advisor Study

Background

The RTI-managed Gates Foundation Science of Teaching grant is awarded with the purpose of sharing learnings from the current work of programs and governments. The aim of this grant is to enhance DBE's current research to address broader questions on learning, as well as to showcase the important work they are doing.

Overview

The typical coaching model in South Africa is built on the premise that external coaches support classroom teachers with regular school support visits. However, this model is not necessarily sustainable at-scale and it can put a strain on overburdened systems. Therefore, a new approach is being tried in South Africa, focused on the gradual release of coaching responsibilities from external coaches to school-based Heads of Department. This is currently being studied in the Early Grade Reading Project (EGRP) through case studies, classroom observations and an impact evaluation. Data from case studies and the baseline data collection should be available by December 2021. Additional results will be available in 2022 (and beyond).

What is not considered through existing research are the relationship and accountability dynamics between the internal and external coaches, as well as how Subject Advisors interact with coaches under both models.

Noting the role Subject Advisors play in providing teacher support, we are proposing a study focused on how decisions around external versus HOD coaching impacts Subject Advisors' ability to support teachers/schools. The results from this study will be synthesized with preliminary results from the EGRP coaching study.

Research Study

This study aims to answer the following research questions:

What is the relationship between Subject Advisors, coaches and teachers? How does it differ when coaches are external compared to when coaches are HODs?

1. What is the nature of support from Subject Advisors to schools/teachers when a coach is external? When a coach is an HOD?
(e.g. How many visits are expected? What tools are used to guide/record the visit, what are the expected actions taken during the visit?)
2. What is the frequency and quality of classroom visits conducted by external coaches? By HODs?
3. What is the accountability relationship between coaches and subject advisors? How does it differ when coaches are external compared to when coaches are HODs?
4. How do the perceptions of teachers, coaches, HODs and subject advisors- on the value and quality of support – differ between the two models?

- a. What are subject advisors' perceptions of the value and quality of support from external coaches? How does this differ from the value and quality of support from HODs?
 - b. What are teacher's perceptions of the value and quality of support from subject advisors? How does this differ between teachers at schools receiving the two coaching models?
 - c. What are coaches' and HOD's perceptions of the value and quality of support from subject advisors? How does this differ between coaches and HODs?
5. What factors (relational and administrative) enable or impede subject advisors' support to external coaches? What factors enable or impede subject advisor's support to HODs?

With these findings, we further aim to answer the following adaptive action questions:

6. Can subject advisors be coaches – in terms of profiles, allocation, and costs? How does this compare to the provisioning of external coaches or HODs (drawing from the Finance Review)?
7. How do the coaching models in South Africa compare to other regional models?

These questions may be considered in the current Early Grade Reading Project (EGRP). The HOD model will start to be implemented from January 2022.

Methodology

This study approach combines a desk review of official documents and administrative data on subject advisors and supplementing these data with a small number of qualitative interviews and observations.

Details on the nature and expectations for the coaching will be detailed. This will include defining expectations on both internal and external coach actions when visiting classrooms (ie. preparations), activities during the in-classroom visit including observation and modeling, and post visit activities such as individual feedback and agreement on next steps.

Data available

1. Background information
 - a. Programme design documents
 - b. Implementation reports
 - c. Detailed case study report from 6 schools identified to implement HOD coaching (avail Nov 2021)
 - d. Baseline data collection report and data (collection in Oct 2021, reports available February 2022)
 - e. Policy documents on HOD and Subject Advisors
2. Implementation data
 - a. Coach profiles
 - b. Frequency: teacher training, number of coaching visits, number of HOD observations, coaching
 - c. Quality: completed coach and HOD observations
3. Administrative data
 - a. Subject Advisor numbers, education and salary
 - b. Subject Advisor allocations by province (to be confirmed)

Data to be collected

Sample	Data Collection Approach	Target Respondents	Location
5	Focus Group Interview	EGRP Subject Advisors	North West
8	Focus Group Interview	EGRS Subject Advisor who experience two kinds of coaching (EGRS I and the RSP extension)	North West
3	Focus Group Interview	EGRS II Subject Advisor	Mpumalanga
8	Interview (one on one)	EGRP Coaches	
2	Interview (one on one)	EGRS I and 2 EGRS II former coaches	
15	Interview (one on one)	HODs and teachers 5 EGRP, 5 EGRS I and 5 EGRS II schools	5 EGRP, 5 EGRS I and 5 EGRS II schools
5	Observations -external coaching -HOD support visit	HODs and external coaches	5 EGRP schools

Data Collection Firm Activities:

1. Provide a desk review of key documents, synthesizing expectations on both internal and external coach actions when visiting classrooms (ie. preparations), activities during the in-classroom visit including observation and modeling, and post visit activities such as individual feedback and agreement on next steps.
2. Support DBE in piloting instruments with a small sample of participants
3. Conduct all Focus Group Discussions, Interviews and Observations
4. Record and transcribe all responses

Data Collection Firm Deliverables:

1. Pilot data and feedback
2. Desk review
3. Data collection plan detailing target participants, interview and observation schedule, and other logistics
4. Data set – all data collected will be recorded and transcribed word for word, and stored securely

Timeline: Anticipated timeline for this work to be completed is January 2022 through September 2022. Offerors should propose a feasible delivery schedule, based on the scope of work.