**Logical Framework Matrix (LFM) structure**

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| **Wider objective:***What is the overall broader objective, to which the project will contribute?***. . .** | **Indicators of progress:***What are the key indicators related to the wider objective?***. . .** | **How indicators will be measured:***What are the sources of information on these indicators?***. . .** |  |
| **Specific Project Objective/s:***What are the specific objectives, which the project shall achieve?***. . .** | **Indicators of progress:***What are the quantitative and qualitative indicators showing whether and to what extent the project’s specific objectives are achieved?***. . .** | **How indicators will be measured:***What are the sources of information that exist and can be collected? What are the methods required to get this information?***. . .** | **Assumptions & risks:***What are the factors and conditions not under the direct control of the project, which are necessary to achieve these objectives? What risks have to be considered?***. . .** |
| **Outputs (tangible) and Outcomes (intangible)***Provide the list of concrete DELIVERABLES – outputs/outcomes (grouped in WPs), leading to the specific objective/s***. . .** | **Indicators of progress:***What are the indicators to measure whether and to what extent the project achieves the envisaged results and effects?***. . .** | **How indicators will be measured:***What are the sources of information on these indicators?***. . .** | **Assumptions & risks:***What external factors and conditions must be realized to obtain the expected outcomes and results on schedule?***. . .** |
| **Activities:***What are the key activities to be carried out (grouped in WPs) and in what sequence in order to produce the expected results?***. . .** | **Inputs:***What inputs are required to implement these activities, e.g., staff time, equipment, mobilities, publications, etc.?***. . .** |  | **Assumptions, risks and pre-conditions:***What pre-conditions are required before the project starts? What conditions outside the project’s direct control have to be present for the implementation of the planned activities?***. . .** |

**Full LFM**

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| **Wider objective:***What is the overall broader objective, to which the project will contribute?* | **Indicators of progress:***What are the key indicators related to the wider objective?* | **How indicators will be measured:***What are the sources of information on these indicators?* |  |
| * Improving the quality of teacher training in Israel through multilateral HEI-school-stakeholder partnerships (MIT model) and based on lessons learned from Israel and Europe;
* Improving beginning teachers' retention rates, contribution to and integration at schools in Israel;
* Strengthening multilateral international working relations between induction-focused HEIs in Europe and Israel
 | * Improved quality of new teacher training model from multiple perspectives (e.g., efficacy in preparing teachers for their role) in comparison with existing models;
* Increase in beginning teachers' retention and motivation.
* Professional knowledge exchange and mobility opportunities created between Israeli and European HEIs.
 | * Research on past models in Israel and abroad and quantitative and qualitative evaluation of PROTEACH.
* Reports from participants, staff and other stakeholders.
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| **Specific Project Objective/s:***What are the specific objectives, which the project shall achieve?* | **Indicators of progress:***What are the quantitative and qualitative indicators showing whether and to what extent the project’s specific objectives are achieved?* | **How indicators will be measured:***What are the sources of information that exist and can be collected? What are the methods required to get this information?* | **Assumptions & risks:***What are the factors and conditions not under the direct control of the project, which are necessary to achieve these objectives? What risks have to be considered?* |
| 1. to develop and refine via pilot implementation and evaluation iterations a model and curriculum for teacher training and induction based on on-site teams involving representatives of HEIs, school management and teaching staff, school communities, policymakers and the beginning teachers themselves (the "MIT" model, for Multi-player Induction Teams);
2. to empower 180 Israeli beginning teachers to play an active role in their induction and capitalize on their unique attributes to serve as agents of change within schools.
3. to improve teacher retention and motivation at 12 participating Israeli schools.
4. to align training at a minimum of 12 leading Israeli HEIs as well as governmental and local educational policies with the lessons learned from the implementation of the model developed.
 | * Successful establishment of MITs and development and refinement of curriculum materials for all players involved, executed as planned.
* Positive nature and efficacy of multi-player partnerships within the MITs.
* Improved level and type of beginning teachers' involvement in school processes.
* Improved teacher retention.
* MIT "graduates" assume an enthusiastic position in the further dissemination of MITs' results in meetings with students and younger colleagues.
* Impact of MIT model and lessons learned on training at HEIs and on policymakers.
* HEIs develop a genuine interest in the MIT model and implementation, benefiting from the opportunities provided for school development and receiving pertinent feedback in order to improve the existing curricular contens of the related HE study programmes.
 | * Timely implementation of work plan and submission of deliverables.
* Interviews and questionnaires of participating beginning teachers, mentors, academic staff, school managerial and educational staff, policymakers and other stakeholders.
* At least 80% of involved participants expressed high level of satisfaction
* By the end of the project, drop-out rates of teachers in the participating schools are reduced by 20% as compared to their average during the last 5 years.
* All HEI's involved in the project provide accreditation for work done in the MITs.
 | * Factors and conditions: cooperation of academic staff, schools, policy makers and other stakeholders; Ministry of Education support.
* Risks: 1) Possibility of long strikes within either academic institutions or schools - could postopne the implementation of some project activities. 2) Political instability that may lead to changes in the Ministry of Education that would delay the allocation of new budgets and issuance of new policy papers, affecting the role of HEIs vis-à-vis the teachers' induction period in Israel.
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| **Outputs (tangible) and Outcomes (intangible)***Provide the list of concrete DELIVERABLES – outputs/outcomes (grouped in WPs), leading to the specific objective/s* | **Indicators of progress:***What are the indicators to measure whether and to what extent the project achieves the envisaged results and effects?* | **How indicators will be measured:***What are the sources of information on these indicators?* | **Assumptions & risks:***What external factors and conditions must be realized to obtain the expected outcomes and results on schedule?* |
| **Outputs**: 1) Elaboration and refinement of MIT model and related educational materials for teachers, mentors and HEIs (WPs 1.1-1.3 & 2.1-2.2; D1.3.1-1.3.2, D2.2.1); 2) MIT working groups created and operating at 12 schools (450 participants overall, of which 180 beginning teachers, WPs 1.1-1.3 & 2.1-2.2); 3) 18 half/full-day workshops (1 per HEI, per year) for local staff/participants and 3, 2 week-long international workshops at HEIs (WP2.2; D2.2.2); 4) 9 workshops at schools (WP2.2; D2.2.3); 5) 2 international 14-day courses in Program Countries P7 & P10 for Israeli staff and participating school representatives (WP2.2); 6) Reports produced on lessons learned and recommendations for practitioners and policymakers (WPs 1.1-1.2 & 2.1-2.2; D1.1.1, D1.2.1, D2.1.1, D2.1.2, D2.2.1); 7) Project website and dissemination plans and reports (WP4, D4.1.1-4.1.3); 8) Management plans and reports (WPs 3 & 5; D3.1.1, D5.1.1). **Outcomes**: 1) Intra- and inter-HEI frameworks for collaboration and mutual learning will be established (cf. in particular WP2.1); 2) beginning teachers will be empowered to serve as key actors in their induction and school communities; 3) Beginning teacher retention rates at participating schools will increase; 4) MIT-based principles and recommendations will be included in HEI training programs and adopted by national and local departments of education. 5) A multicultural approach will be adopted during the induction period for supporting cultural diversity while empowering beginning teachers in schools. 6) Adequate strategies to solve morally laden situations in a professional way will be integrated in the induction period. | * Timely submission and quality of all deliverables/reports;
* Events held as planned;
* Participation and attendance of different types of stakeholders in MITs over time;
* Satisfaction among MIT members as regards the pedagogical materials produced and work processes and procedures within MITs;
* Improved ability of teacher mentors and teacher trainers to support teachers during their induction period;
* Growing role played by beginning teachers in their induction and their schools;
* Increase in beginning teachers' motivation, self-efficacy and self-determination;
* Reduced dropout rates of new teachers;
* Efficient dissemination of PROTEACH principles, methods and lessons learned to HEIs and policymakers;
* Additional quality criteria and standards to be established as part of WP3.1.
 | * Submission dates and acceptance of project deliverables.
* Monitoring of work plan and its implementation by project staff.
* Monitoring and evaluation of educational materials, activities and outcomes through questionnaires, interviews, observations, analysis of statistical information (e.g., dropout rates, percentages of new teachers taking part in school-level change processes), monitoring workshops, and analysis of HEI training curricula and Ministry of Education policy documents, tenders and budget allocation.
* Satisfactory evaluation of dissemination events with growing numbers of participants from all target populations addressed in the project.
 | As above. |

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| **Activities:***What are the key activities to be carried out (grouped in WPs) and in what sequence in order to produce the expected results?* | **Inputs:***What inputs are required to implement these activities, e.g., staff time, equipment, mobilities, publications, etc.?* |  | **Assumptions, risks and pre-conditions:***What pre-conditions are required before the project starts? What conditions outside the project’s direct control have to be present for the implementation of the planned activities?* |
| * WP1.1 - Recruitment of staff, stakeholders and participants; WP1.2 - Preparation of infra-sturcture for MIT implementation and evalution; WP1.3 - Preparation of of content, methods and activities.
* WP2.1 - Implementation of models of communication; WP2.2 - Implementation of curriculum materials, tools and events.
* WP3.1 - Quality planning and monitoring.
* WP4.1 - Dissemination and exploitation.
* WP5.1 - General management and coordination.
 | * Staff time - HEI staff (15 pedagogical instructors x 60 hours per year x 3 years); project and WP management, coordination, preparation, and dissemination partners' staff time (as elaborated in the work plan below).
* Participants' time (paid from non-EU resources or unpaid) - mentor teachers (60-70 mentors per year x 180 hours per year x 3 years); beginning teachers (60-70 per year x 60 hours per year x 3 years); additional school staff (3 per MIT x 15 MITS x 60 hours per year x 3 years); policymakers' time (varied); staff of additional HEIs to take part in workshops, dissemination activities and intra-HEI forums and committees (varied).
* Hosting/premises at which to hold MIT meetings, workshops, and other activities.
* Computers, peripheral equipment and consumables (scanner, printer, projector, paper, toner), and preparation of technological infra-structure for communication (e.g., website, forums).
* Transportation of staff and participants to inter-institution events/meetings (own resources).
 |  | * Positive attitudes of school and HEI management staff towards the project and its goals, likewise for beginning and mentor teachers;
* Informed support of the national, district-level and local level Ministry of Education and municipality officials – both as regards approval of the project hours as work hours for mentoring and beginning teachers as part of the “Ofek Hadash” and “Oz LiTmura” Ministry initiatives, and as regards support in recruiting schools and dissemination efforts;
* Willingness of schools and HEIs to allot own resources to complement project resources (e.g., in staff time, in-kind hosting, transportation);
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**Promises** (numerical and non-numerical)

* **Improved quality of new teacher training model** from multiple perspectives
* **Research** on past models in Israel and abroad and **quantitative and qualitative evaluation** of PROTEACH.
* **Specific objectives:**
1. to develop and refine via pilot implementation and evaluation iterations a **model and curriculum** for teacher training and induction based on on-site teams involving representatives of HEIs, school management and teaching staff, school communities, policymakers and the beginning teachers themselves (the "MIT" model, for Multi-player Induction Teams);
2. to empower 180 Israeli **beginning teachers** to play an active role in their induction and capitalize on their unique attributes to serve as agents of change within schools.
3. to improve **teacher retention and motivation** at 12 participating Israeli schools.
4. to align training at a minimum of 12 leading Israeli HEIs as well as governmental and local educational policies with the lessons learned from the implementation of the model developed.
* Successful **establishment of MITs** and development and refinement of curriculum materials
* **Impact of MIT model** and lessons learned on training at HEIs and on policymakers
* **Interviews and questionnaires** of participating beginning teachers, mentors, academic staff, school managerial and educational staff, policymakers and other stakeholders. At least 80% of involved participants expressed high level of satisfaction
* By the end of the project, **drop-out rates of teachers** in the participating schools are reduced by 20% as compared to their average during the last 5 years.
* All HEI's involved in the project provide **accreditation** for work done in the MITs.
* From the list of **OUTPUTS**:
* MIT working groups created and operating at 12 schools (450 participants overall, of which 180 beginning teachers)
* 18 half/full-day workshops (1 per HEI, per year) for local staff/participants and
* 3, 2-week-long international workshops at HEIs
* 9 workshops at schools
* 2 international 14-day courses in Program Countries
* From the list of **OUTCOMES**:
* **Intra- and inter-HEI frameworks for collaboration and mutual learning** will be established
* **MIT-based principles and recommendations** will be included in HEI training programs and **adopted** by national and local departments of education
* In the induction period:
	+ **A multicultural approach will be adopted** for supporting cultural diversity while empowering beginning teachers in schools
	+ Adequate **strategies to solve morally laden situations in a professional way will be integrated.**
* Participation and attendance of different types of **stakeholders in MITs** over time;
* Increase in beginning teachers' **motivation, self-efficacy and self-determination**.
* **Monitoring and evaluation of educational materials, activities and outcomes** through questionnaires, interviews, observations, analysis of statistical information
* **Satisfactory evaluation of dissemination events** with growing numbers of participants from all target populations addressed in the project.
* **Staff time - HEI staff** (15 pedagogical instructors x 60 hours per year x 3 years); project and WP management, coordination, preparation, and dissemination partners' staff time.
* **Participants' time (paid from non-EU resources or unpaid)** - mentor teachers (60-70 mentors per year x 180 hours per year x 3 years); beginning teachers (60-70 per year x 60 hours per year x 3 years); additional school staff (3 per MIT x 15 MITS x 60 hours per year x 3 years);
* **Other time investment:** Policymakers' time (varied); staff of additional HEIs to take part in workshops, dissemination activities and intra-HEI forums and committees (varied).
* Informed **support of the national, district-level and local level** Ministry of Education and municipality officials – both as regards approval of the project hours as work hours for mentoring and beginning teachers as part of the “Ofek Hadash” and “Oz LiTmura” Ministry initiatives, and as regards support in recruiting schools and dissemination efforts.