

TABLE OF ACHIEVED / PLANNED RESULTS

General note: Below, for each work package, we attach only one table – “Activities carried out to date to achieve this result” – and not two tables as in the template provided for Annex C (the second table would be devoted to describe future actions, until the end of the project, in the same context). As the vast majority of the activities we engage in in our project span much of its duration and are not completed in the first half of the project (the reporting period), no significant additional information would be provided by adding the second table. In relevant cases, we clarify the separation between results that were achieved or are to-be-achieved.

<u>Title and reference number of the work package</u>	WP1.1 Recruitment of staff, stakeholders and participants
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<u>Indicators of achievement and or/performance as indicated in the project proposal</u>	Events held as planned;
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Activity N°	Activity Title	Start date	End date	Place	Description of the activity carried out	Specific and measurable indicators of achievement
1	Selection of schools	10/2016	10/2017	In all 6 colleges premises	Partners set new contacts and re-enforced previous contacts with schools' principles and key schools' staff for the establishment of the MITs	Selection held as planned- with three schools selected in the first year and 9 schools selected in the second year. TAR 1.1.1

2	Selection of teachers and mentors	11/2016	11/2017	In all 6 colleges premises	BT teachers, new teachers and mentors were selected (by the teams in the 6 colleges) to be the core groups of our MITs according to their availability and wish to join the MIT in the different schools.	Selection held as planned. To allow the work of the MITs on time TAR 1.1.1
3	Authorities and policy makers	10/2016	12/2017	In all 6 colleges premises	All teams of the 6 colleges and P2 were engaged with communicating and negotiating with policy makers in subject related to Proteach (especially establishing the MITs)	Participation and attendance of different types of stakeholders in MITs over time. TAR 1.1.1

<u>Title and reference number of the work package</u>	WP1.2 Preparation of infra-structure for MIT implementation and evaluation
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<u>Indicators of achievement and or/performance as indicated in the project proposal</u>	Events held as planned, Additional quality criteria and standards to be established as part of WP3.1.
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Activity N°	Activity Title	Start date	End date	Place	Description of the activity carried out	Specific and measurable indicators of achievement
1	Establishing the MITs in schools focusing on BTs' voice	10/2016	10/2018	In all 6 colleges premises	All 6 colleges in partner country took part with establish the MITs in schools. All Proteach partners took part with emphasizing on BT voices through many Partners' projects' f2f meetings and all projects' partners presentations and discussions.	Events held as planned.
2	Questionnaires for evaluation	04/2017	03/2019	At P1/P2 premises Exeter	A thoughtful work was invested with developing questioners for interns, mentors and policy makers. Work included 2 days of dedicated workshop in Ramat-Gan 26-27 July 2017. European partners were involved	Events held as planned. Additional quality criteria and standards to be established as part of WP3.1.

					in the process through e-mails and f2f meeting during the international workshop at Beit Berl and in Exeter.	TAR 3.1
3	Implementing detailed work plan and events calendar	10/2016	10/2019	Carried by coordination team- P1/P2	As described in the report – detailed workplan is perceived as an ongoing work no dedicated time was devoted to this endeavor.	
4	Means for amplifying BTs' voices in schools & colleges.	01/2017	07/2019	At P3/P4 premises	This work was done in conjunction with activity No. 2 in this WP. All projects' partners were discussing and analyzing different activities carried within the MIT that can be considered as amplifying BT voice in school and Colleges. In the project this activity is coordinated by P4 and some of his updated documentation can be found on the web in WP2.2	Events held as planned, Additional quality criteria and standards to be established as part of WP3.1. TAR 3.1, TAR 2.1 (currently embedded in section 4 pedagogical aspects of TAR 1.3.1 http://www.proteach-project.org/node/41) also as part of our evaluation plan see instructions on how to choose and report on good examples.
5	Adapting communication platform (linked t/website) f/partners	11/2016	07/2019	At P2 premises	Website was established and communication platform has been used and currently is being updated according to demands.	Events held as planned

<u>Title and reference number of the work package</u>	WP1.3 Preparation of content, methods and activities
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<u>Indicators of achievement and or/performance as indicated in the project proposal</u>	Events held as planned.
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Activity N°	Activity Title	Start date	End date	Place	Description of the activity carried out	Specific and measurable indicators of achievement and tangible outcomes
1	Training units for teachers	10/2017	09/2019	All partners' premises	This is an ongoing task taking the design based of our approach in the project to result with suitable training units for teachers. We expect to publish training units for teachers participating in the MITs – which will comprise the experience we gained from our work at the MITs during the project.	Events held as planned See TAR 1.3.1 And various reports in WP1.3
2	Training units for mentors	10/2017	09/2019	All partners' premises	This task is expected to be carried in the last year of the project. We expect to publish training units for mentors participating in the MITs – which will comprise the experience we gained from our work in the MITs during the project.	Events held as planned See TAR 1.3.1 And various reports in WP1.3
3	Teaching units for colleges	02/2017	02/2019	6 colleges in Partner country	This task is carried in each of the Israeli colleges and it includes design of new courses and re-designs existing courses that meets issues we discuss in Proteach in general and in the MITs in particular.	Events held as planned. TAR 1.3.2
4	Workshops for dissemination	10/2016	07/2019	At all Partners' premises	This is an ongoing task carried by all the Proteach partners but particularly by the Israeli partners in the project. As mentioned elsewhere in this report many dissemination events in Israel occurs during the daily work of the MITs.	Events held as planned. Report can be found in WP2.1 First draft can be found on the Web under WP2.1 TAR 2.1.3

5	Pre-service teachers	02/2017	07/2019	All partners' premises	This work entails the preparation of materials related to the task of communicating the experienced gained in the MIT to teachers' students in year 1-year 3 in the colleges. This task is an ongoing task which is expected to be continued until the end of the project.	Events held as planned. TAR 1.3.2
6	Policy makers	11/2016	10/2019	At all Partners from Partner country premises	This work entails the preparation of materials related to the task of communicating the experienced gained in the MIT to policy makers. This task is an ongoing task which is expected to be continued until the end of the project.	Events held as planned. TAR 1.3.2
7	Tools for reflection and self determination	03/2017	09/2019	At all Partners from Partner country premises	This task entails the preparation of tools for reflection and self-determination. Reflection and self-determination in teachers work is a special issue raised and coordinated by P4 and the tools developed are included in the projects' questionnaires. See WP1.2.	Events held as planned. TAR 1.3 & 3.1

<u>Title and reference number of the work package</u>	WP2.1Implementation: Models of communication
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<u>Indicators of achievement and or/performance as indicated in the project proposal</u>	<ul style="list-style-type: none"> •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;
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Activity N°	Activity Title	Start date	End date	Place	Description of the activity carried out	Specific and measurable indicators of achievement and tangible outcomes
1	Carrying out the MITs in schools	02/2017	07/2019	At all 6 colleges premises and schools	Partners established the MITs in the schools and municipalities. Meetings are held on time in the schools and are timely reported and discussed amongst Israeli partners and within the consortium.	*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; as regards the pedagogical materials produced and work processes and procedures within MITs; TAR 2.1.1 example of report on the web http://www.proteach-project.org/node/205
2	Carrying out the work between the colleges & the MITs.	10/2016	07/2019	All Israeli partners	All Israeli partners (the 6 colleges and +P2) were engaged with carrying the work between the MITs and the colleges. This entails discussions and refinements of the work that is needed to be done from the college side into the MITs. Main issues referred to were the need to allocate more resources to support the work of the pedagogical guide in the MIT and also reflect on the change of his position concerning his role as a mediator of the group work at school. The colleges' need for changing their prospect towards the work done in school was followed with numerous discussions of the teams in the colleges and various meetings with the colleges' presidents and CEOs coordinated by P2.	*Improved ability of teacher mentors and teacher trainers to support teachers during their induction period; See TAR 3.1 TAR 2.1.1

3	Implementing the means for amplifying BTs' voice	02/2017	07/2019	All Israeli partners	The work in the MITs is focused on implementing means for amplifying BT's voice. This entails numerous workshops and meetings carried within the MITs focusing on BT's initiatives in schools. All these activities are being reported by all Israeli partners and are currently organized to be reported in Version II of D 1.3.1.	Growing role played by beginning teachers in their induction and their schools; •Increase in beginning teachers' motivation, self-efficacy and self-determination; see TAR 3.1 and TAR 1.3.1 and instructions for good examples (http://www.proteach-project.org/node/351), TAR 2.1.2
4	Contacts between educ. authorities, schools & colleges	10/2016	07/2019	All Israeli partners	This is an ongoing work expected to be carried out during the whole duration of the project. As mentioned elsewhere in the mid-term report, the MoE is highly involved in the project work and its work is fully supported by the colleges. A routine meetings is set between the coordination team (P2&P1) and the person in charge of the unit of entering the school in the MoE.	*Participation and attendance of different types of stakeholders in MITs over time;
5	Managing communication platform for all partners	10/2016	07/2019	P2	Ongoing work of improving the website and its accessibility by all Proteach partners. In this regards we put a lot of emphasis on making the sharing area of the website as the place for the knowledge exchange regarding all Proteachs' activities.	Events and activities held on time. TAR 4.1
6	Workshops & courses f/reflection & knowledge exchange	05/2017	07/2019	All Israeli partners	All Israeli partners conducted workshops in schools where the MIT takes place and in their colleges. These events usually took part in existing events at the colleges or in events organized by MIT participants in their schools. Partners were asked to report on these events and share it on the website. A partial list of these event are located on the website under WP2.1 http://www.proteach-project.org/node/346 a full interim report for year 2017 & 2018 is under way.	Events and activities held on time. TAR 2.1.3 see also reports on website http://www.proteach-project.org/node/346
7	Curriculum & syllabi for teachers'	10/2017	07/2019	All 6 colleges of	Courses had started on time in the present school year at all the six colleges. The descriptions of these courses	Event and activities held on time. TAR 2.1.4

	accreditation based on MIT exp.			Israeli partners	are to be found in this report under the accreditation and courses sections.	
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<u>Title and reference number of the work package</u>	WP2.2 Implementation: Curriculum, materials, tools & events
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<u>Indicators of achievement and or/performance as indicated in the project proposal</u>	<ul style="list-style-type: none"> •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; •Events held on time
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Activity N°	Activity Title	Start date	End date	Place	Description of the activity carried out	Specific and measurable indicators of achievement
1	Implementation of new curriculum in colleges	10/2017	07/2019	All Israeli colleges	All courses have been started in the present school year, and we expect to revise and reflect them for the next round of teaching.	<ul style="list-style-type: none"> •Reduced dropout rates of new teachers; •Events held on time TAR 2.1.4.
2	Implementation of curriculum for MITs	10/2017	07/2019	All Israeli colleges	The curriculum of the MITs are seen as an evolving processes highly influenced by the contextual conditions of each MIT- see D1.3.1. so far all partners have reported their syllabi and they are all revised during our various Israeli f2f and international	<ul style="list-style-type: none"> •Reduced dropout rates of new teachers; •Participation and attendance of different types of stakeholders in MITs over time;

					meetings. See example on the web http://www.proteach-project.org/node/336 The work in the MITs is fully followed by our evaluation and quality plan.	<ul style="list-style-type: none"> • 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; TAR 2.1.1, 2.1.2, 3.1, 1.3.1
3	Implementation of training for mentors and BTs	10/2017	07/2019	All Israeli colleges	Mentors are treated as a special issue in our project as they play a central role with teachers' accreditation during induction. A special set of questionnaires was prepared to assess their role in schools in general and in the MITs in particular.	<ul style="list-style-type: none"> • 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; TAR 2.2.1, 2.1.4, 3.1, 1.3.1
4	Implementation of training & workshops events	05/2017	07/2019	All	All consortium members carried implementation and training workshops events- during the respective periods we carried 3 international events in Tallinn, (June 2017), Israel (November 2017) and England (March 2018). Three events are planned for 2018 and 2019. Israel (November 2018), Austria (Feb. 2019) and Israel (July. 2019)	Events held on time All events are well documented on the website under WP2.2

<u>Title and reference number of the work package</u>	WP3 Quality Plan
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<u>Indicators of achievement and or/performance as indicated in the project proposal</u>	<ul style="list-style-type: none"> •Additional quality criteria and standards to be established as part of WP3.1. •Events held as planned; •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.
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Activity N°	Activity Title	Start date	End date	Place	Description of the activity carried out	Specific and measurable indicators of achievement
1	Determination of QA/QC areas	03/2017	02/2019	All	<p>This work is seen as an ongoing work in the implementation of the MIT in the project as we decided to take a design based approach to assess our work in the MITs.</p> <p>For the project management area we distributed 3 online questioners and it is possible that we will outsource some money from P2 for external evaluation for specific matters. The process internal QA/QC (see explanation in the present report) was followed by all the consortium partners. The team has set a set of questioners for interns, mentors and questions for interviewing policy makers.</p>	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. TAR 3.1
2	Det. of quality criteria standards for the diff. activities	03/2017	02/2019	All	See explanation above	Activities held on time TAR 3.1
3	Quality plan - How activities will endorse quality criteria?	03/2017	02/2019	All	See explanation above	Activities held on time TAR 3.1
4	Quality monitoring and evaluation	03/2017	08/2019	Israeli partners	All Israeli partners have implemented questionnaires (http://proteach-project.org/node/217 , http://proteach-project.org/node/216) for intern in all MITs and questionnaires for mentors are distributing in these days. Many policy makers and key staff in school were already been interviewed. All the information is being collected by Israeli partners, coordinated by a special steering committee headed by a joint team from P1 & P2. 1 two days' workshop was carried in Ramat Gan July 2017, and another one is expected in July 2018.	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.

<u>Title and reference number of the work package</u>	WP4 Dissemination and exploitation
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<u>Indicators of achievement and or/performance as indicated in the project proposal</u>	<p>(1) The efficient dissemination of PROTEACH principles, methods and lessons learned to HEIs and policymakers. (2) Satisfactory evaluation of dissemination events with growing numbers of participants from all target populations addressed in the project.</p> <p>(3) A credible exploitation plan is formulated by the end of the project.</p>
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Activity N°	Activity Title	Start date	End date	Place	Description of the activity carried out	Specific and measurable indicators of achievement
4.1.1	Website preparation, launching and maintenance.	10/2016	10/2019	Israel	The project's website (http://proteach-project.org/) had been devised and prepared starting immediately after project's start and finally launched in January 2017. Since then it has been constantly fed with new material and updated also on the features' side. The operations and content of the website are managed by partner Mofet, with collaboration in content from all other partners.	The website is up and uninterruptedly running. It is used by both internal (partners' teams) and external users and has steadily grown since inception.
4.1.2	Dissemination planning and reporting	10/2016	10/2019	Israel	The preparation of the dissemination plan started immediately after project's launch and a first, full-fledged version was made available already at the end of February 2017. Since then it has undergone updates, mainly in the form of smaller files uploaded to the WP4 section in the sharing area of the project's website. The Plan included also templates for the regular reporting, by the partners, of dissemination activities of various kinds as they take place: website; dissemination documents and publications; seminars, workshops; establishing and maintaining a community of beginning teachers; scientific conferences;	<p>The Dissemination Plan (Deliverable D4.1.2, TAR) is available (from Feb'2017) and used for reference by all partners.</p> <p>Reports on dissemination activities are sent to WP4 leaders on a standard basis (see website).</p>

					<p>photographs and videos of project events; press releases, interviews; dissemination activities aimed at policymakers and other influential persons or organizations; participation in events.</p> <p>The need to carry out dissemination and to report to WP4 leaders (Kaye College) has been refreshed to the consortium in all opportunities since project's start.</p>	
4.1.3	Dissemination activities: Seminars, workshops.	03/2017	10/2019	Israel	<p>These have been planned and executed by the partners; many such activities, of several kinds, are referred in the website (http://proteach-project.org/taxonomy/term/8)</p> <p>The workshops are intended to discuss and acquire knowledge in different subjects related to the project, but, when carried out in Israel they serve also a clear dissemination target. To ensure this is reflected in practice, a varied, multi-disciplinary audience of people external the project (teachers, authorities, policy makers, academics, school principals, etc.) is invited to take part in them.</p>	<p>The efficient dissemination of PROTEACH principles, methods and lessons learned to HEIs and policymakers. Satisfactory evaluation of dissemination events with growing numbers of participants from all target populations addressed in the project.</p> <p>In practice, and besides the above, an impressive record of dissemination activities has been achieved: The teams reported 61 events in year 1 and 62 in the first half of year 2. The project's brochure is available in Hebrew and English, in paper and via website.</p>
4.1.4	Establishing and maintaining a community of beginning teachers: Forums, networks	02/2017	10/2019	Israel	<p>The community of beginning teachers (e.g., a forum or network), serves as a virtual arena for ideas and opinion exchange, but also as a vehicle for spreading the word of the project among non-participants that are invited to join by their MIT-participating peers.</p>	<p>BT forums exist in all 6 colleges participating in the project, and a common forum of all participating BTs in Proteach is underway, to be run through the projects' Facebook and website</p>

4.1.5	Exploitation planning	04/2017 (progress- ively)	10/2019	Israel	"Exploitation" means, in Proteach, the broad and sustained adoption of the MIT model at national level. Additional factors will contribute, e.g., accreditation, as through it the BTs will perceive appreciation for their efforts and capabilities, facilitating their initiation and retention at work; and "academization" of the project's subject, bringing it to the HEIs curricula and enabling students to learn and major in it. The exploitation planning work entails the determination of the actions that will ensure the above after the project's end, although for this all needed inertia should be achieved during project's life. In this sense, far reaching dissemination and the active involvement of educational and other stakeholders and policy makers is a sine qua non.	The exploitation planning activity has only started at the conceptual level, with no significant effort so far to consolidate the ideas in writing. This will take place in the second half of the project and materialize in a dedicated deliverable – D4.1.3, Dissemination report and exploitation plan.
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<u>Title and reference number of the work package</u>	WP5 Management
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<u>Indicators of achievement and or/performance as indicated in the project proposal</u>	All actions (e.g., day-to-day management, liaison with P.O., etc.) carried out and events (e.g., meeting to explain a managerial tool) held successfully and as planned.
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Activity N°	Activity Title	Start date	End date	Place	Description of the activity carried out	Specific and measurable indicators of achievement
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5.1.1	Coordination of partners' activities in the project.	10/2016	10/2019	Led from Israel, done in all partners' countries	Actions related to management and coordination of the consortium's work, covering standard daily tasks as well as special or longer-term decisions and actions on all matters affecting the advance of the project toward achieving its objectives. These include: overall management and control of the activities, of the allocated resources and of the timely preparation, approval and delivery of deliverables and other project-related documents; convening and conducting team and project meetings; overseeing the activities of the WPs within the overall project objectives and time scales; issuing procedures, monitoring work progress, identifying difficulties and devising corrective actions; maintaining the work plan; coordinating formal actions (e.g., the preparation and signature of the Partnership Agreement); monitoring budget use; managing the financial side of project's coordination and supporting the partners (e.g., training them in related tasks, in the use of managerial / financial tools, etc.); preparing the agenda for the PMB meetings, leading them and preparing the minutes of the discussions and decisions there; ensuring the efficient cooperation of the partners in all tasks; coordinating the preparation of the Progress and Final Reports; etc.	The smooth and effective running (timely achieving the planned results) of the project is the clearest indicator of a well-executed coordination / management function.
5.1.2	Ensuring that management procedures are established and implemented	10/2016	10/2019	As above	Either in their formal issuance or as less formal, ad hoc guidelines for the proper execution of all projects tasks, preparing, communicating and overviewing accomplishment are a standard component of the coordinators' work. These procedures relate both to administrative/financial issues and to content ones, and the process of their formulation is generally a collaborative one, advanced in the framework of team or project meetings.	Actual issuing of the procedures (in documents, in e-mails) and realizing that no vacuum is felt in the work for their lack (or readily covering it in case it is).
5.1.3	Ensuring project's visibility through monitoring progress	10/2016	10/2019	As above	This activity/task relates to providing managerial support, in all needed aspects, to the work of WP4/Dissemination and Exploitation, contributing to	Essentially, the indicators match those used for WP4 (measures of exposure, of

					assure the visibility of the project as an accompanying / preparatory step for achieving the desired impact (via plans for exploitation and sustainability)	acquaintance of external players to the project, etc.). In addition, there are the indicators of effective collaboration WP4-WP5, e.g. ensuring that dissemination / visibility issues are included in all PMB meetings' agendas despite usual importance and urgency of other, content-related issues.
5.1.4	Reporting and maintaining a fluent link with Project Officer in Europe.	10/2016	10/2019	As above	A fluent communication with the Project Officer is necessary for the safe (e.g., contractual issues-aware) advance of projects of the nature and complexity of Proteach, but the Erasmus+/CBHE framework makes it especially called for – for actualization, consultation and approval of actions or expenses.	The extent of correspondence exchange with the Project Officer so far (generally in e-mails, and in a few cases in meetings or telephone conversations), and the content of that exchange, are the best indicator here.
5.1.5	Minimizing risks via timely identification & resolution of problems	10/2016	10/2019	As above	Risk minimization can only be achieved through proper planning and careful execution of the project's tasks and activities, involving partners according to their expertise and/or other relevant attributes (experience, location, etc.). This activity requires up to date knowledge of the project's advance, in all needed detail. In Proteach, the related managerial functions involve much collaboration between two institutions – the coordinator Kibbutzim and co-partner Mofet – who jointly address and solve many of the problems that appear.	The smooth advance of the project is an indicator also of this activity, as it cannot be achieved in an environment of unresolved problems that interfere in the project's way. The extent of the work done and the timely accomplishment of the planned tasks are a tangible measure of this indicator.