



Action Plan: E+ KA101 Project

GEETS: Global Education & European Teaching Strategies

Guidelines for Consortium participants

International Programmes Unit
Foreign Languages and Heritage Languages Unit



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1. What is an action plan?

An action plan is an essential tool for any Erasmus+ project. All the schools implementing a project should use this tool in order to outline the actions needed to achieve their goals. In the case of a KA101 Consortium, each school should design its own action plan, which will be included in the Consortium action plan coordinated by the educational authority. Developing an action plan in such a way ensures the achievement of the project goals and increases efficiency and accountability within the participating organizations.

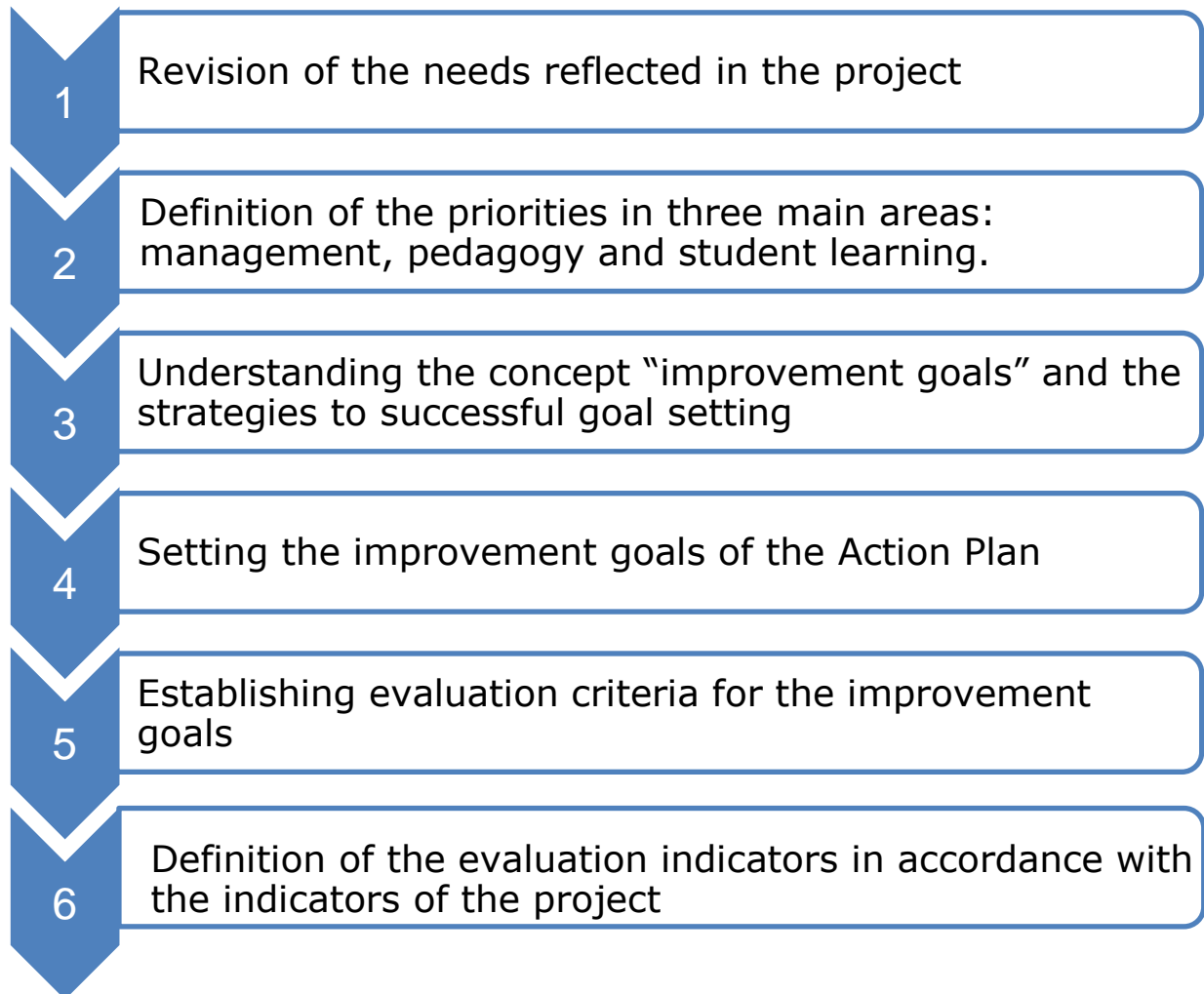
The purpose of the present document is to facilitate the elaboration of an action plan by all the school steering committees to keep track and evaluate the impact and the results of their participation in the project.

In order to be efficient, the plan should be designed in a realistic, specific, proportional and coherent way.

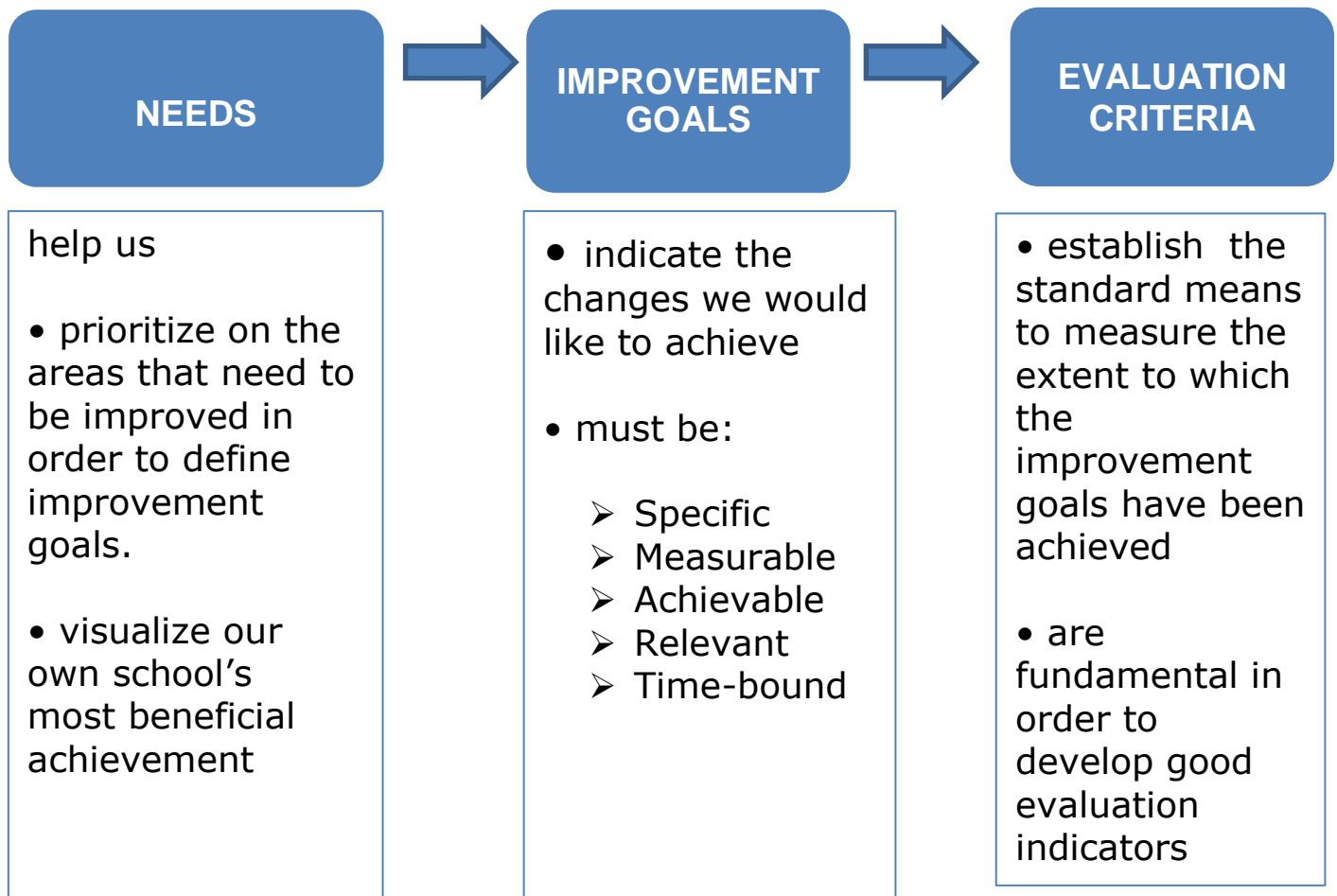
The steering committee of each school participating in a Consortium is responsible for:

1. Writing and handing in the action plan to the coordinator, who will validate it.
2. Carrying out their own school action plan as well as contributing to the achievement of the Consortium action plan, once it has been validated.
3. Communicating and disseminating the actions before, during and after their implementation. Knowledge sharing is a key factor in the success of any project but it is indispensable in the case of a consortium. The eTwinning platform is an ideal tool for communicating with all the participants.
4. Evaluating the project once it is finished, in order to analyse the results, the impact and sustainability in their own school. Writing a brief evaluation report is a compulsory requirement.
5. Handing in the evaluation report to the coordinator and participating in the overall evaluation of the project.

2. What are the steps to design an action plan?



3. How do we start our Action Plan?



4. What is an improvement goal?

1. It answers the question: **What do we need to improve?**
2. It is based on a specific situation we would like to change
3. Each goal should include the definition of what we want to achieve and why.

We want to improve... ..by introducing.....expecting that/ so that/in order to ...because

4. They have to be **SMART**: specific, measurable, achievable, relevant and time-bound. Three goals per area

5. How do we write our improvement goals?

STEP 1. Choose one of the previously agreed priorities and set the improvement goal, which should fit in one of the following areas:

- 1- Education and methodology
- 2- Management and organisation
- 3- Student learning

We need general-purpose verbs when setting general goals and more specific verbs to quantify specific goals.

General purpose verbs	Specific verbs
Consolidate, promote, orient, help, know, analyse, assess, enhance, prevent, stimulate, encourage, raise awareness	Increase, raise, diminish, keep, make, achieve, organize, obtain, assure, constitute, create, calculate, solve, give, check, enumerate

STEP 2. Fill out the grid below with your goals for each area

STEP 3. Underline the key aspect you want to work on.

Example:

Encourage collaborative work among language teachers in order to achieve coherence in the teaching activities

MANAGEMENT AND ORGANISATION AREA

IMPROVEMENT GOALS What are the measurable changes we want to achieve?	EVALUATION CRITERIA What are the factors of success?	RESULT INDICATORS How do we measure short-term benefits?	IMPACT INDICATORS How do we measure long-term benefits?

EDUCATIONAL AND METHODOLOGICAL AREA

IMPROVEMENT GOALS What are the measurable changes we want to achieve?	EVALUATION CRITERION What are the factors of success?	RESULTS INDICATORS How do we measure short-term benefits?	IMPACT INDICATORS How do we measure long-term benefits?

STUDENTS LEARNING AREA

IMPROVEMENT GOALS What are the measurable changes we want to achieve?	EVALUATION CRITERION What are the factors of success?	RESULTS INDICATORS How do we measure short-term benefits?	IMPACT INDICATORS How do we measure long-term benefits?

IMPROVEMENT GOAL 1 PLANNING:

ACTIONS What are we going to do in order to achieve our goal?	TARGET What is the target group?	WHAT CHANGES DO WE WANT TO SEE?	TIMING When are we going to do it?			RESPONSIBLE Who is going to be in charge?	RESOURCES What do we need?
			1ST TERM	2ND TERM	3RD TERM		

IMPROVEMENT GOAL 2 PLANNING:

ACTIVITIES/ACTIONS What are we going to do in order to achieve our goal?	TARGET What is the target group?	WHAT CHANGES DO WE WANT TO SEE?	TIMING When are we going to do it?			RESPONSIBLE Who is going to be in charge?	RESOURCES What do we need?
			1ST TERM	2ND TERM	3RD TERM		

IMPROVEMENT GOAL 3 PLANNING:

ACTIVITIES/ ACTIONS What are we going to do in order to achieve our goal?	TARGET What is the target group?	WHAT CHANGES DO WE WANT TO SEE?	TIMING When are we going to do it?			RESPONSIBLE Who is going to be in charge?	RESOURCES What do we need?
			1ST TERM	2ND TERM	3RD TERM		

6. What is Evaluation Criteria?

Evaluation criteria

1. answer the question:

What are the characteristics that define success in each improvement goal?

2. define the aspects you want to evaluate.

3. define the IDEAL you want to achieve.

4. start with infinitive verbs and are not measurable.

Write a maximum of **three criteria** for each improvement goal.

They should be related to the evaluation criteria of the overall project

7. How do we write our Evaluation Criteria?

STEP 1. Once the key aspect has been identified, think about the following question:

What are the characteristics of a GOOD + key word?

Example:

What are the characteristics of GOOD collaborative work between teachers?

STEP 2. Write your criterion using:

verb + qualifying adverb

Example:

Share classroom practices actively with other teachers

STEP 3. Underline the adverb

Share classroom practices actively with other teachers



8. What is an Evaluation Indicator?

An evaluation indicator

1. answers the following question:

How can we ensure that the criterion has been accomplished?

2. measures quantitatively and qualitatively the level of accomplishment

3. has to be SMART

S specific **M** measurable **A** achievable **R** realistic **T** timely

4. starts with a noun and must be as objective as possible in order to identify evidence that the goal has been achieved.

Write a maximum of **three criteria** for each improvement goal.

It is important to specify the sources and resources that you use.

9. How do we set our Evaluation Indicators?

Innovative educational projects are meant to contribute to improving educational results, so it is necessary to evaluate them in order to check if the expected goals have been reached.

The evaluation has to be planned before starting the project, during its implementation and once it is finished. The evaluation indicators help us to assess important factors such as efficiency and efficacy during the different phases of the project: first, diagnosis and design, second, implementation and third, results and impact.

The indicators allow us to carry out a rigorous and objective evaluation of all the on-going processes, activities, results and long-term benefits, which facilitate decisions regarding improvement.

It is also a must to collect evidence in order to analyse the impact, the achievement of the initial goals and the level of satisfaction of the participants.

When writing the specific indicators for each school participating in the Consortium, it is necessary to take into account the common indicators established by the Consortium in the co-funded project (see the evaluation section) and design your own indicators according to your own improvement goals.

STEP 1. Analyse the adverb of each evaluation criterion and answer the following questions:

Result indicator: How will we measure the short-term benefits?

Impact indicators: How will we measure the long-term benefits?

DO NOT add new adverbs!

STEP 2. Write your indicator

Example:

Result indicators:

Number of meetings focusing on teacher implementation

Impact indicator:

Number of new agreed didactic sequences

1- EXAMPLES OF PROJECT EVALUATION INDICATORS

DEFINITION OF THE INDICATOR	CALCULATION METHOD / REFERENCE POINT
% of teachers participating in the project	<i>The school must establish the reference value to be achieved.</i>
% of students participating in the project	<i>The school must establish the reference value to be achieved.</i>
Number of teaching hours employed in " the chosen methodology"	<i>The school must calculate the indicator and observe its progress during the academic year.</i>
Evolution of the % of class hours in which new teaching resources/strategies related to the project have been implemented	<i>The school must calculate the indicator and observe how it evolves and how it should evolve during the whole project</i> <i>It is necessary to specify which innovative practices are being focused on. For example: project based learning, collaborative, formative evaluation, self-evaluation, co-evaluation, use of ICT in an innovative way...</i>
Degree of dissemination of the project	<i>The school must establish the number of actions to be implemented and how to carry them out (in-school, out-of school ...)</i> <i>Then you can grade the number of actions per level. For example, if you plan to do 10 actions you can value:</i> <i>Low: < 3, Medium: > 7, High > 9</i>
Number of classroom materials that teachers have developed related to the project.	<i>The school must establish the reference value to be achieved.</i>
Degree of satisfaction of the educational community (students, teachers,)	<i>It can be calculated by using surveys.</i>
% of performance of the programmed actions	<i>The school must establish the reference value that it wants to achieve. For example:</i> <i>Low level of achievement < 50%</i> <i>Medium level of achievement < 75%</i> <i>High level of achievement >75%</i>
Improvement of academic results (according to the subject of the project). This evolution can be measured taking into account the results of the in-school tests and/ or those of the external tests.	<i>It is a long-term indicator which means the school must establish the reference value to be achieved over 3 years.</i>

2- EXAMPLES OF PROJECT INDICATORS TO EVALUATE PROJECT CONSOLIDATION

DEFINITION OF THE INDICATOR	CALCULATION METHOD / REFERENCE POINT
<p>Integration of the project as a feature of the school identity (consolidation)</p> <p><i>The sustainability and consolidation of a project are due to the fact that the changes that have occurred (or are occurring) are valued positively and are incorporated permanently.</i></p> <p><i>It is necessary to determine the elements that are taken into account in the consolidation of the project and how they are pondered.</i></p>	<p><i>For example, we can list possible actions (1) that favour the consolidation of the project in the school in the short and long-term and establish reference values such as:</i></p> <p style="text-align: center;"><i>High level of achievement >75%</i> <i>Medium level of achievement < 75%</i> <i>Low level of achievement < 50%</i></p> <p>(1) Possible actions:</p> <ul style="list-style-type: none"> - <i>Plan who is responsible for and how the project information will be passed on to new schoolteachers</i> - <i>Foresee the percentage of the actions to be consolidated and expanded (which, how)</i> - <i>Anticipate how the classroom materials elaborated for the project will be made available for all the school teachers (how, who will be in charge...)</i> - <i>Adapt the School Language Project to changes motivated by the participation in the project.</i> - <i>Adapt the teaching practices to changes motivated by the participation in Erasmus+.</i> - <i>Adapt the organization of the school to the changes motivated by the participation in Erasmus+ (i.e. specify the measures).</i> - <i>Adapt the distribution of resources to the changes motivated by school's participation in Erasmus+ (i.e. specify the resources – human, budgetary...).</i>



10. Project follow-up

10.1. Goals set

GOAL		
Write the goal to be achieved		
ACTIONS	INDICATORS	
What we will do to achieve the goal	Measures that we will use to determine if the goal is achieved	
START DATE	END DATE	REVISION DATE
STANDARD		
Value or result to be obtained from the indicator at the end date		
REQUIRED RESOURCES	PERSON IN CHARGE	
To reach/achieve the goal	For the follow-up For the actions	
COMMENTS		
Description of the uncontrollable elements that can prejudice the actions		

10.2 Transference

a. Follow-up grid example

WHO IS IT ADDRESSED TO?	TIMING	WHAT HAS TO BE TRANSFERED?	HOW DO WE DO IT?
Steering committee/ Coordinator	After each mobility	Report: key contents, newly designed materials	Planning and designing at the coordination meeting
CLIL teaching staff/ Foreign language coordinator/Diversity Department	Monthly / quarterly	<ul style="list-style-type: none"> - Methodological aspects - Resources - Strategies - Evaluation tools - Elaborated materials 	<ul style="list-style-type: none"> - Facilitating collaborative work of the participants to design new classroom activities - Observing Classroom practices - Recording what you want to show.
Form Teacher meeting/ Department meetings other schools/online meetings	Monthly / quarterly	Modeling of <ul style="list-style-type: none"> - Methodological strategies - ICT - Evaluation of use for any subject/area. - Classroom activities plan. 	Coordinating and guiding in meetings. Enhancing participation in eTwinning group project
Mobility participants Other actions Job shadowing	Dates of local training courses: in- school training course, coordinating seminars, workshops...	Experiences and materials with other teachers. Designed materials.	Face-to-face and online collaborative working sessions

b. Content grid template

ACTIONS	CONTENTS	Steering Committee	FORM TEACHERS	TEACHER ASSEMBLY	OTHERS

11. Communication and Dissemination Plan

(Suggestions)

ACTIONS INSIDE THE SCHOOL	ACTIONS OUTSIDE THE SCHOOL
<p>1. Dissemination to teaching staff:</p> <ul style="list-style-type: none"> • Inform the newly qualified teachers. • Inform during the first teaching assembly and during the academic year about the project follow-up and developments. <p>2. Dissemination to families (explain to them the project the school is involved in) whenever possible.</p> <ul style="list-style-type: none"> • Open day • Meetings at the beginning of the academic year • Tutorial sessions • School council • Written report <p>3. Dissemination to students:</p> <ul style="list-style-type: none"> • Show evidence of the school projects by creating the project corner in corridors, classrooms, etc. All the students will be aware of the school participation in an Erasmus + project. • Share the projects with the rest of the students through the school webpage or with presentations between different groups and levels. 	<ol style="list-style-type: none"> 1. eTwinning projects 2. School webpage 3. Social networks presence (Twitter, Instagram, Facebook...) 4. Appearance in local media 5. Participation in territorial conferences/training days 6. School Network 7. Participation in seminars

12. Communication and Dissemination Plan II

DIDACTIC AND METHODOLOGICAL AREA

FIELD OF OBSERVATION	CHANGE	BRIEF EXPLANATION	COLLECTED EVIDENCE
★ <i>Didactic sequences</i>			
★ <i>Programming</i>			
★ <i>Evaluation</i>			
★ <i>ICT</i>			
★ <i>Student distribution</i>			
★ <i>Others (eTwinning, Erasmus+, exchanges, etc.)</i>			

★ Examples

MANAGEMENT AND ORGANISATION AREA

★ Examples

FIELD OBSERVATION	CHANGE	BRIEF EXPLANATION	COLLECTED EVIDENCE
★ <i>Dissemination of the project (teaching team, teacher assembly, Web...)</i>			
★ <i>Organisation norms (meetings, schedule, etc.)</i>			
★ <i>Annual school programme</i>			
★ <i>Language school project</i>			
★ <i>School educational project</i>			
★ <i>Others</i>			

STUDENT LEARNING AREA

FIELD OBSERVATION	CHANGE	BRIEF EXPLANATION	COLLECTED EVIDENCE
★ <i>Collaborative projects</i>			
★ <i>eTwinning participation (Interpersonal and digital competences)</i>			
★ <i>Motivation</i>			
★ <i>Global competence and respect for diversity</i>			
★ <i>Personal autonomy</i>			
★ <i>Other</i>			

★ **Examples**

FUTURE AND IMPROVEMENT PROPOSALS **Actions** for the next academic year 20xx–20xx

AREA	ACTION PROPOSAL	RESPONSIBLE	REQUIRED RESOURCES

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