Supplementary Materials

The following are the Dimensions, the Categories and the Codes that emerged from the interviews, analyzed thematically, according to the grounded theory methodology (Shkedi, 2003):

The Content Dimension					
#	**Categories**	**Codes**	**Definition**	**Quote Example**	**Frequency**
1	**Reflection**	**The community invites teachers to think about their teaching**	Statements in which it is noted that the community invites teachers to think about their teaching (goals, objectives, ways...)	[The community helps me be] aware of the challenges: the challenges of this generation, the challenges in the classrooms in general, which subject is more difficult to teach and which subject maybe in order to shape it differently or to dilute it a little.	14
2	**Reflection**	**The importance of data-driven teaching**	This code includes statements relating to the importance of data-based teaching, the investigation of teaching versus student progress and achievement, and testimonies from the field	But this year, I think I've sharpened this place more, that I have to constantly check as a teacher what's going on with the students. What we call community-based teaching or data-driven learning, really check what's going on with the students. I think distance learning also really amplified it for me because we were remote, so we always wanted to know what was going on with the students and we worked more with a data-gathering approach, and I think that's really something that has to be based in learning throughout the year.	12
3	**Sharing**	**Professional development based on sharing and consultation**	This code includes statements that describe how professional development based on sharing (of resources/ experience) and consultation is perceived/conducted, whether in practice or in expectation.	The other thing is colleagues, a group of teachers who are strong human strength, strong human capital that I can actually ask questions, hear from them what they do in classrooms and take ideas from it, and all kinds of complex questions arise.	67

4	**Sharing**	**Need for a resource sharing platform**	This code includes statements indicating the need and contribution of a collaborative platform of the community through which resources can be shared	Listen, yes. I think the end of this should be if we manage to enrich and fertilize each other with materials, study materials, tests, make a kind of reservoir that we will have to take out at the end of a year, that could be one of the nice things	2
5	**New experiences**	**Presentation of laboratory activities in the community**	Statements relating to laboratory experiences in the community	The community is also somewhat inclusive. For example, they just experimented with the silver, they experimented with breaking down copper, etc. Listen, I've seen where I'm taking it for me.	4
6	**New experiences**	**Experiences and active learning in the community and in the classroom**	This code includes statements relating to experimentation and active learning in the community and/or classroom	One lesson we built all kinds of models of physics that we had a lot of fun with. Because physics is not a subject we like to teach at all and suddenly the experiential learning that someone from the outside brought us and built... We learned the principles from this, meaning that it should be integrated into our classroom and maybe it will help teach learning much more effectively.	10
7	**New experiences**	**The importance of modeling in the community**	This code includes statements in which the teachers note that the modeling methods in the community increase their self-efficacy, effectiveness in teaching, ability to better design a lesson, or any other contribution to teaching	The activities they bring and the examples they bring and the experience – we become students in the classroom, students in the community, and we sit like students. There's a facilitator, she gives some assignments, a session, and we actually do it ourselves and it's fun because I feel like my students and I understand what was good and what wasn't good and how I can pass it on, the corrections.	6
8	**New practices**	**Adapting community methods to other topics**	This code includes statements dealing with the possibility of using and/or adapting teaching methods to	I made chemistry selection boards, which I gave them like, they should have supposedly written some kind of newspaper article but I gave several	23

			other class learning topics (theoretical or practical)	variations, arranged it in such a way as a selection board and everyone had to choose which variation, for example, to write the article.	
9	**New practices**	**Activity-oriented lesson design**	This code includes statements that deal with designing a lesson that is intentional, creating activity, or in which the importance of activity within the lesson is noted	The community has a lot of talk about the fact that the student needs to be active and how we turn it around and therefore also do a lot of activities, whether it's a domino game or another game and write a riddle and solve the riddle and it's always somewhere	3
10	**New practices**	**Professional development as a source of renewal in practice**	This Code contains statements describing the perception that professional/community development should be or is an actual source of renewal in teaching practices – relating to teaching resources, diversity, or application in the classroom	Today I look less for the information and more for the application, that is, in the community more for the ideas, the creativity, the sharing, the ... To see a thing with other eyes, less the knowledge. I feel I already have the knowledge and I know what I need to learn, and I know the material very well, but I need to diversify [teaching]...	90
11	**Diverse knowledge**	**Attitude towards the state curriculum**	Statements describing how teachers relate to the curriculum within the framework of outputs/lesson design/engagement in the community	I think you need to stick to the curriculum. I think the curriculum is the foundation. I would take it to all the meetings. They never opened the curriculum with all the teachers	12
12	**Diverse knowledge**	**The community as a source of enjoyment from the content learning**	Statements in which it is found that the community allows teachers to enjoy the educational content, and/or prevents work boredom	I never thought it was possible to laugh at the periodic table as much as we did when we composed a riddle about it. It was really funny, we did a very, very funny riddle in the periodic table and suddenly I, when I'm (inaudible-34:27) in my profession, the periodic table of something I know very well and still get bored every time I teach about it and it was like fun,	11

				suddenly examining it from all sorts of other directions was really nice.	
13	**Diverse knowledge**	**The community facilitates broad engagement in science teaching**	Statements in which the teacher notes that the community engages in a wide range of aspects related to science teaching (a variety of subjects of study, a variety of classes)	It encompasses a lot of topics. It touches on many subjects, including physics, chemistry, biology, ecology, all together. I knew it would give me some kind of broad picture of many subjects and the curriculum in general.	6
14	**Diverse knowledge**	**Knowledge-oriented professional development**	This code includes statements that refer to the fact that professional development deals with and is oriented towards knowledge, whether subject matter knowledge or pedagogical content knowledge (but not necessarily about its application)	The fact that I am a member of the community gives me a lot of strength and opportunity to learn and get to know ways of learning and get to know all new areas of science and study them in depth	33
15	**Implementation-oriented**	**The importance of adaptation to the implementation needs of the community**	This code includes statements that relate to the importance of the community's relevance to the implementation's needs of teachers and its ability/willingness to adapt to this	But definitely in order for me to continue coming to the community in a few years, there needs to be relevant material that is worth passing on in class later.	17
16	**Implementation-oriented**	**Implementing activities from the community in the classroom**	This code includes statements relating to the implementation of activities from the community in the classroom, whether at the level of intention or in practice	We did the experiment and saw all kinds of ways to look at it, I just took it and came to class and did it	45

17	**Implementation-oriented**	**Offloading community resources**	This code includes statements describing the actual use of community resources or classroom planning at the transfer level (as is)	I'll come back to that again, what I'll be able to take into the classroom is for me an asset. Anything I'll be able to take in the next day and I'll tell you, is sometimes to come out with materials in my hands not at my level as a teacher, but at a level where I'll also get things that I'm going to use in front of the students.	6

The Structural Dimension

#	Categories	Codes	Definition	Quote Example	Frequency
18	**Structure of content**	**Meetings organization**	Under this code are statements referring to having a set composition of sessions, or to regular patterns in content organization.	Each ((DPLC)) session exposed me to different instruments… ((so)) I was able to diversify ((myself)) more during a lesson… ((I saw)) that in the same lesson several things can be used… In a short time, I managed to see more things than expected in one session, because ((the structure of)) the meeting itself was of variety.	2
19	**Set times, set places, set of participants**	**Routine as the basis for growing a community**	This code includes statements in which it is stated that regularities (frequency of meetings, specific spaces, attendance...) form the basis for coherence	There's still something about a community that's continuous for a year that's a little different than other three-four-day training, which is also a parameter for me anyway, because it does give me a slightly different perspective on reality and teaching.	7
20	**Set participants**	**The community has onerous demands**	This code includes statements by community participants that the community has onerous attendance requirements, or other aspects	At the level of attendance, I think it could be opened kind of online sometimes, for those who can't come – maybe it can be completed online… The community is doing its best to have it be experiential and less of a training program, but I am aware that today after work instead of going home, to my calm, and I know that the next day I start a work day again, but I	6

				need now to go to the community, and it comes at the expense of my home, my needs, my wife, my children. It's a bit of an overload on me today.	
21	**Set participants**	**Impact of seniority in the community**	This code includes statements describing some effect of seniority in the community on the teacher	If I'm a third year there, I'll probably look for other things that weren't in the previous year and last year. I'll look for the novelty, yes.	3

The Social-affective Dimension					
#	**Categories**	**Codes**	**Definition**	**Quote Example**	**Frequency**
22	**Intra-community network**	**The community reaches beyond its borders**	Statements indicating that connections created in the community also exist beyond the physical and temporal boundaries of the routine meetings	This week I met X [a teacher from the community] and told her about this project, that something from the community really needs to be implemented in the field. And she was very excited about it, and she said that she herself was afraid to do this project alone, she said it was amazing but we didn't believe it was something that could work in the field. Then she said, 'well, if it worked for you, then it will work for me too. Send me all the materials, the feedback, what you've done, send me some examples that I'll show and I want to pass it on to my class'.	5
23	**Intra-community network**	**The community is founded on its members**	Statements dealing with the contribution or importance of all members of the community	The other thing is colleagues, a group of teachers who are strong human strength, strong human capital that I can actually ask questions, hear from them what they do in classrooms and take ideas from it, and all kinds of complex questions arise.	37
24	**Intra-community network**	**The community contributes to teachers at all**	Statements in which the teacher explicitly states that the	I think everyone needs it. Everyone needs it. The young ones because they need to jump	8

		stages of development	community contributes to teachers at different stages of development or indicates contributions to teachers at different stages of development	into the water, so they get ideas from the beginning that are effective and nice, like… And the veterans because enough, having already plowed through everything they've done already and it's time to refresh and renew fresh ideas that you didn't always think about and didn't always look at.	
25	**Intra-community network**	**Impact of teaching seniority**	This code includes statements describing some effect of teaching seniority on the teacher and his expectation of professional growth	Interviewer: Do you think your teaching seniority has an impact on what you're looking for in your professional development? Answer: Every year I owe the excitement, the novelty, first of all, to myself. I dare to do more, I look to do things I haven't done before because it also generates my enthusiasm. If the community would give it to me, that would be great.	6
26	**Intra-community network**	**Contribution of community leadership**	This code includes statements describing various aspects related to the contribution of the facilitators to the community	"I think that the fact that the community is led by two people is very important, because Haviva and Roni are very different in their approaches, and I think that the combination of the two of them together was very good."	8
27	**Partnership**	**Teachers' love for teaching**	Statements describing the teacher's attitude or engagement with issues of love, passion, pleasure, and/or enthusiasm for the profession and/or love of the teaching act	Love the profession. Afterwards, there will be time to teach everything, but once you have fun then you are also more open to wanting to learn and this improves learning.	18
28	**Partnership**	**Communal love of the profession**	Statements describing the community's occupation or attitude on issues of love, experience, and/or enthusiasm for the profession	There wasn't really a question of whether the student liked science or not, as if this question was floating around but it was never asked and put on the table.	8

29	**Partnership**	**Shared responsibility for community issues**	Statements about how all members of the community share responsibility for the issues that will be discussed in the community	The nice thing there is that they also say, ‘come tell us if you want us to discuss certain things – then tell us and we'll sit here and we'll prepare ourselves accordingly’. I think eventually it will be more efficient.	2
30	**Partnership**	**Lack of judgment making trust in the community**	Statements relating to the relationship of trust between community members and/or lack of judgment	You feel that you can also share the things that are difficult for you without anyone there judging you. Many times when you come to training, the doctor, the lecturer is standing in front of you, and even if he talks about how to introduce discipline into the classroom, you won't really dare to tell him what is happening in your classroom because he will judge you and in fact here what he told you to do, you do the opposite, so it's not. In the community you feel much more comfortable because it is confidential, you can share knowledge without fear that someone will judge you for what you do right or wrong ad so on.	12
31	**Partnership**	**Community sense of belonging**	Statements in which it is noted that the community increases the sense of belonging and connection between members	Belonging, connection, you meet with the people who guide you and they are probably more professional than you, they must have something to give you. The thing that if I get stuck tomorrow even in class, in some subject that I don't know how to teach, the first one I think I'll call will be the one who guided this [topic’s activities in the] community and I'll have what's called an address, someone to talk to.	3

32	**Partnership (professional)**	**The community contributes to teachers' professionalism**	Statements in which the teacher explicitly states that the community's contribution relates to improved professionalism	The community for me is actually the place for my professional development and that my colleagues'.	7
33	**Partnership**	**Intrinsic motivation for participation in professional development**	This code includes statements describing the teacher's intrinsic motivation to participate in the community for increasing knowledge and enjoyment	I think that after something like five or six years I did a switch, and then the token fell and I realized that from every training course, every place I go, every training course and every professional development I really go out and I can be a better teacher. Every meeting like that and every time I invest in my professional development – it makes me a better teacher, for sure.	5
34	**Emotional Sharing**	**Experiencing others as an enhancer of self-efficacy**	This code includes statements that refer to the fact that teachers' self-efficacy is enhanced by exposure to the experiences of other teachers	Also with the backing of the community members themselves who were sharing, meaning that X's backing was very strong here—she kept saying: 'My students were also weak, and it was a weak class, and look, it worked, so go for it and try, worst case it won't work, next year you'll do it again.' This shared discourse among the community members was very, very powerful.	3
35	**Emotional Sharing**	**Self-efficacy as a basis for sharing**	This code includes statements describing a concept that links self-efficacy to the ability to participate in the community	I think it also affects my status because maybe the problem is me. I don't have enough confidence as a first-year student, let's put it this way, I'm a second-year teacher and a freshman in the community, so to come and express some kind of opinion or say something... I feel like I'm in a place of learning from the greats and listening to them and hearing them. From time to time I do actively participate, in experiences and everything,	4

				doing the whole task by the book, but feel comfortable saying full answers or bringing my advice? Absolutely not.	
36	**Emotional Sharing**	**Involving the teacher in the community increases self-efficacy**	This code includes statements in which it is stated that when the teachers themselves share, it increases self-efficacy	It also gives a place of confidence that everyone has weakness and that's okay and we learn together and there is room to raise the complexity and get answers from others as well.	2
37	**Emotional Sharing**	**Sharing challenges in the community**	This code includes statements in which the teacher mentions the fact that the community invites or is supposed to invite sharing of challenges	Once it's a community, you feel open to talking. You feel that you can, you can also share the things that are difficult for you without anyone there judging you.	10

The Common- production Dimension					
#	**Categories**	**Codes**	**Definition**	**Quote Example**	**Frequency**
38	**Guided production**	**Professional development based on development and design**	This code includes statements describing the perception that professional/community development should or is actually engaged in the development and design of teaching/lesson resources	Because I think there are a lot of good ideas and once we build things together, it will feel like it's more yours and that you're not just taking from others.	8
39	**Guided production**	**The community needs to engage more in production**	Statements on how the community should develop more cooperation between teachers	The truth is that I would, once again, emphasize it for next year because I can't do it yet. It's building the sequence of an entire teaching unit from A to Z, like how to do it. I'm not there yet. It's as if I live day by day so-called, from class to class somewhere. Like I still can't build a whole flow. Interviewer: And this is	3

				something that you think would be the right thing to do within the community? Answer: Yes, yes.	
40	**Spontaneous production**	**Collaboration beyond community meetings**	This code includes statements describing collaborations in developing content/lesson plans also outside of community meetings	This week I met X [a teacher from the community] and told her about this project, that something from the community really needs to be implemented in the field. And she was very excited about it, and she said that she herself was afraid to do this project alone, she said it was amazing but we didn't believe it was something that could work in the field. Then she said, 'well, if it worked for you, then it will work for me too. Send me all the materials, the feedback, what you've done, send me some examples that I'll show and I want to pass it on to my class'.	3

The Common- production Dimension

#	Categories	Codes	Definition	Quote Example	Frequency
41	**Intercommunity network**	**Relationship between the SaT communities**	This code includes statements referring to connections formed between communities within the national Sat community network for middle schools	The way the hierarchy of the communities works, it's a resource for me, meaning it's not just that we now meet in our community, and that's it. But the hierarchy itself of the communities, we receive here from the facilitators' group and we're kind of connected to the Weizmann Institute and to research and to people, and there's something in this hierarchy that is also a resource, without whoever is in the community feeling it. They don't know what happened there and I don't know what happened with the facilitators of the facilitators,	2

				but I receive it and it's possible that I pass it on and they will pass it on to the classroom, meaning this hierarchy of how things are passed along, it's a resource of a community, only of a community, that you don't have in professional development [courses]. The communities are built in such a way that there's more, a network is created here."	
42	**Intercommunity network**	**The importance of recognizing a teacher in the community**	This code includes statements in which the teacher states that there should be special recognition for teachers participating in the community by external bodies, supervision, or management.	Maybe even make it easier for the teachers, really not to come from a place of demanding of the teachers, 'come participate in the community but also come to the school training and do this and this and that'. Understand that if they participate in the community, the school has a benefit from it, and come towards the teachers. I think that if you recruit the principals and the schools, it can also affect the teachers.	8
43	**Intercommunity network**	**Extrinsic motivation for professional development**	This code includes statements describing the teacher's extrinsic motivation to participate in the community – whether it is for the purpose of recognition, pleasing other people, or getting a reward	Honestly, I have gratitude, first thing for X. She asked and talked to me a few times over the summer, and to you I say that's what I signed up for.	5
44	**Academic guidance**	**Contribution of academic guidance**	This code includes statements describing various aspects related to the contribution of guidance	And, of course, with some kind of external guidance – pedagogical guidance – and this to me is some kind of professional community that also has external professional guidance.	3