



LUNCH WITH AWARD-WINNING TEACHERS

Lunch with Trump Master Teacher Award finalists to discuss the role of excellent teachers and receive feedback on the Award.

NOVEMBER 2, 2016, 13:00-14:30, DJANOGLY HALL, MISHKENOT SHA'ANANIM

Somewhat oddly, the Trump Foundation decided to begin its activity with an award to excellent teachers. Usually, philanthropic foundations reach the stage of awarding prizes for excellence in a field only after being active in it for several years, having gotten to know the field and the people working in it, believing they can define and identify excellence. The foundation chose to take this unusual route for three reasons: the desire to reach a definition of excellence in the field as quickly as possible; to confirm and validate it in the real life of teaching high school math and science; and the need to get to know, closely and in-depth, master teachers who may be included in future projects and are capable of taking leadership positions in professional and public moves.

With the passage of time, the foundation's grant portfolio has been built, and currently includes dozens of programs that develop and nurture excellent teaching in schools. Promoting excellence in math and science has become a national priority to which significant resources have been allocated. As a result, classrooms are filling and the expectations of the public, parents, and school are skyrocketing. Many teachers reports that they are under pressure to push their classes to ever higher degrees of interest and thinking, without conceding on the level of the work or the schedule, on the one hand, and the need to provide personal responses to each individual student in real time, on the other.

At one of the most recent meetings, the education minister noted that "We have put the system on steroids and performance has improved. But everyone knows what happens after its effect dies down, which is why now is the time to build muscles – in other words, develop teachers."

QUESTIONS FOR DISCUSSION

1. In schools, is excellent teaching seen as a significant factor? Is the meaning of "excellent teaching" clearer now than it was in the past? Has the Trump Master Teacher Award had an impact on the concept? Can it have an impact?
2. Should the foundation update the award criteria given the progress of its learning and the development of the compass for quality teaching? Does it demonstrate and specify the components and levels of performance? If so – how?
3. How do master teachers view the national effort to increase excellence and the Trump Foundation's activity in this area? In their opinion, what needs to change? What needs to improve? What is missing?
4. Do teachers feel that they are playing a central, leading role, and that their professional voice is heard and taken into consideration? How is it possible and appropriate to increase and deepen their role?
5. What are classroom teachers and schools missing in order to succeed? What tools, contents, procedures, and resources are currently needed?

As **background** to the discussion, we recommend reading the following:

- A. Evaluation Report (summary): "[The Trump Master Teacher Award](#)", Yael Steimberg, Ronna Raphaeli-Hirsch

PARTICIPANTS

HAMUTAL **DAVID**, Head of Mathematics at the Reali School, Haifa, finalist in the Trump Master Teacher Award 2012

IRIS **KAHANA**, Mathematics teacher and Instructor in Central District, winner of honorable mention in Trump Master Teacher Award 2013

YARON **LEHAVI**, Head of Israel National Center of Physics Teachers, Trump Master Teacher Award Committee member

ELI **SHALEV**, Physics teacher, head of pedagogy at the "Hemda Center", Rehovot and at the 'Teacher-Researcher' program at Hebrew University, finalist in the Trump Master Teacher Award 2014

Yael **STEIMBERG**, Expert in assessment and evaluation in education