



DRAFT – 17.12.14

THE ADVISORY COUNCIL

INSIGHTS AND RECOMMENDATIONS

19-20 NOVEMBER 2014

The Trump Foundation Advisory Council met in Jerusalem on 19-20 November 2014. The purpose of the council is to provide the Foundation with insights regarding its direction and working methods, as well as feedback on its strategy, milestones and evaluation indicators.

The members of the Advisory Council are Prof. Lee Shulman (Chairman), Ms. Avital Elbaum-Cohen, Mr. Genady Arnovich, Mr. Danny Bar-Giora, Mr. Shlomo Dovrat, Prof. Marcia Linn, Mr. Eyal Sinai, Dr. Abir Abed, Mr. Kobi Shvarzbord, and Ms. Dalit Stauber. In addition, members of the Foundation's Board of Directors also took part in the discussions: Mr. Eddy Shalev (Chairman of Board), Mr. Toby Bernstein, and Prof. Charles Freedman.

This was the second meeting of the council, and it was held some three years after the Foundation was launched in July 2011. To provide background for the meeting, the foundation's staff prepared a detailed document presenting an updated version of the Strategic Roadmap, which now takes into account insights gathered from the knowledge and lessons learned during the past years (see background materials: ["Strategic Roadmap - November 2014"](#)).

Leading figures in education were invited to the meetings, including holders of key positions in the Ministry of Education, universities, colleges, development institutes, operating programs, schools, and teachers. All received the background materials and the questions for discussion in advance of the meeting and were invited to offer their feedback, critique and suggestions.

At the conclusion of the meeting the Foundation's staff wrote the following draft report. It tries to summarize the main insights and recommendations heard during the discussions. We would like to take this opportunity to thank everyone who took the time to read and respond to the materials and to participate in the discussions. We would also like to express our heartfelt thanks to members of the Advisory Council for their concerted efforts.

POINTS RAISED DURING THE DISCUSSIONS THAT CLASH WITH THE FOUNDATION'S ROADMAP.

During the discussions, members of the Advisory Council and invited guests were asked to speak frankly and share their opinions, even if they did not conform to the worldview of the Foundation. The following are points raised during the discussion that pose a special challenge to the Foundation:

- A. Matriculation exams also have some negative effects on teachers and students. They are not calibrated and do not measure all aspects of excellence. Students' efforts, perseverance, motivation, curiosity, joy, and engagement are not measured, despite being important variables.
- B. Israel's demographic trends emphasize the increasing importance of the ultra-Orthodox community. Initial signs of interest in studying mathematics and science can be detected in the sector. It is important to encourage them, despite the large imparities and lack of interest from among their spiritual leaders in holding formal advanced matriculation courses in their schools.
- C. For various reasons, many students lose interest in studying mathematics and science at the end of primary or middle school. In order to enlarge and expand the potential for excellence in high school, there is a need to carry out radical reform in earlier stages of education.
- D. There is wide agreement that quality teaching is crucial. However, the Foundation's clinical characterization of teaching, the focus on the learning and thinking of each student in the class, and the elements it embraced to advance quality teaching have not been fully convincing, nor have they been systemically integrated into educational practice.
- E. The Foundation's programs add to the classroom workload of teachers, including the use of diagnostic assignments, video recording, providing feedback and mentoring. The teachers expect to be compensated for these additional activities, which require time and effort, but the Foundation, for justifiable reasons relating to sustainability, has announced that it will not defray the costs.

In light of the above, the Foundation must FIND A MIDDLE ROAD BETWEEN ITS COURSE OF ACTION AND OTHER POINTS OF VIEW CHALLENGING IT. IT MUST CONTINUE TO REALIZE ITS GOALS, WHILE TAKING INTO CONSIDERATION VARIOUS PLAYERS WHO SHED LIGHT ON WHERE THE FOUNDATION'S STRATEGY MEETS REALITY ON THE GROUND. THE INSIGHTS PRESENTED BELOW ATTEMPT TO MARK OUT SUCH A COURSE, WHILE CALLING FOR THE FOUNDATION TO STAY THE COURSE: TO STAND BY ITS STRATEGY WHILE ENDEAVORING TO GRAPPLE WITH A VARIETY OF CHALLENGES AND VIEWPOINTS.

MAINTAINING STRATEGIC DISCIPLINE AND PREPARING TO ESCALATE ACTIVITIES

The Trump Foundation has concluded the initial start-up phase of its activities. During this phase, the Foundation “entered the playing field,” spread a network of partners and projects, brought its strategy into focus, and began to set in motion a process whose aim is to curb the decline of excellence in mathematics and science learning in high schools.

The first glimmers of success are perceptible, and the Foundation should therefore proactively escalate its efforts so they can bear fruit. Right now the Foundation must “move its foot from brake to the gas pedal” in order to progress from stopping the decline to significant and sustainable growth.

It was recommended that the Foundation include the following elements during this phase of operation. It should:

1. Strive to ensure that **quality teaching** is based on clinical characteristics while developing an “appetite” among teachers and encouraging practices that apply and integrate it on the ground;
2. Systematically **convene networks** comprising the various clusters of programs, geographic areas, and the professional eco-system in order to share knowledge and knowhow and to coordinate between them effectively.
3. Shift from developing tools and methods to **demonstration and implementation** in schools, under the leadership of those responsible for school administration assisting them to support teaching and learning;
4. Expand its **public messages** to impel students to choose to study mathematics and science and persevere in their studies, encourage suitable candidates to enter the teaching profession, and increase the public’s trust in teachers;
5. Carry out **data collection, documentation, and evaluation** in order to assess the progress made in realizing the goals of the Foundation and put in place relevant information relating to its activities for future use.

The Strategic Roadmap serves as the compass for the Foundation's activities and we must not divert from it, despite the bends in the road and temptations to do so. Consistent with these points, it was recommended that the Foundation adopt a “set of values” to guide it in achieving its goals. It should emphasize the following:

- A. **Excellence** as a way of life. The Foundation must adopt excellence not only as a goal and a measure of success, but also as a value. For outstanding students, excellence is accompanied by interest, curiosity, and engagement, and necessitates effort, investment, and perseverance while contending with difficulties. For teachers, this means professionalism synthesized from a belief in the abilities of each student and devotion to their learning; work that is planned and systematic, combining the collection and use of data, close cooperation with colleagues, and continuous learning.

- B. **Focusing on students** and how they learn. The goal of quality teaching is to advance the success of all students in order to expand the circle of excellence. Therefore, all activities of the Foundation must be based on this goal and on the commitment and continual striving of its partners to address the abilities, difficulties, modes of thinking, and pace of learning of each student.
- C. **Teachers** above all. The Foundation's approach to teaching as a first-class clinical profession reflects the high estimation it has of teachers and the great expectations it has for them. This approach demonstrates its sincere willingness to provide teachers the opportunity to articulate their concerns, while helping them reach high levels of professionalism based on hard work, strong commitment, and accumulating practical knowledge from and through the work of teachers.
- D. **Relationships** are everything. To achieve the goals of its Strategic Roadmap, the Trump Foundation is dependent on its grant recipients adopting them. All the more so when speaking of a spend-down foundation whose objective is to set in motion systemic improvement that will continue after it ceases to make new grants. The Foundation has correctly recognized the importance of good working relations and has won the appreciation of its partners. It must maintain these relationships and work to strengthen them.
- E. Under-represented **communities**. The Foundation assumes that the potential for excellence can be found in all areas of Israeli society – in the center of the country and at the periphery, among Arabs and among Jews, the religious as well as the secular, girls as well as boys. Therefore, its activities are spread throughout the country. However, it must show sensitivity to the special traits and needs of communities not currently represented in the circle of excellence.
- F. Ensure **sustainability**. The Foundation's decision to invest in teachers and teaching reflects its objective to put in motion systemic and sustainable improvement. However, this is not enough. Because their influence will outlive the Foundation, it must also strive to persuade the organizations and institutions it cooperates with to adopt the goals and values it represents.

In light of the above, it was recommended that the Foundation PREPARE ITSELF FOR ITS SECOND PHASE OF OPERATION, WHOSE GOAL IS SETTING IN MOTION SIGNIFICANT EXPANSION OF THE CIRCLE OF EXCELLENCE IN MATHEMATICS AND THE SCIENCES. THE FOUNDATION MUST DEVELOP ITS CAPABILITIES AND ITS STAFF SO THEY CAN EFFECT INCREASED IMPLEMENTATION OF QUALITY TEACHING; BUILDING A NETWORK OF PLAYERS; DEMONSTRATING IMPLEMENTATION ON THE GROUND; DISSEMINATING MESSAGES THAT WILL CONVINCING MORE STUDENTS THEY SHOULD STUDY THESE SUBJECTS AND MORE QUALIFIED CANDIDATES THEY SHOULD CHOOSE TEACHING; AND DOCUMENTING AND ASSESSING PROGRESS.

EXTENDING APPLICATION OF THE CLINICAL CHARACTERISTICS OF QUALITY TEACHING

The Trump Foundation’s strategy assumes that in order for teachers to be able to improve the learning of many more students and influence them to persevere and succeed in 5-unit advanced courses, they will need to adopt student-focused teaching methods. Its definition of quality teaching, which is based on research, emphasizes individual learning goals, a learning atmosphere that encourages discussion, the use of diagnostic and monitoring techniques, understanding how students think and learn, tailoring teaching methods, providing feedback, and cooperative development of professionalism in teaching.

The Foundation designates these characteristics of quality teaching as “clinical teaching,” since these methods and the way they are conducted are similar to those of other clinical professions. The Foundation also hints that clinical professions are perceived by the public as “professional” and attractive. On this basis, the Foundation has identified four elements that can, if implemented together, induce, speed up, and support adoption of a clinical approach to teaching. The elements are master teachers who lead professional communities, using diagnostic assignments and classroom-based video recording.

The Foundation’s grant portfolio includes a number of development projects related to these elements, though their implementation is still in its infancy. During the discussions, members of the council identified a number of difficulties, characteristic of such initial stages, that the Foundation must contend with so that its course of action can take shape:

- A. The Foundation’s partners, including teachers, grant recipients, researchers, and decision-makers, do not understand the exact intentions of the Foundation. They understand the importance of quality teaching, as they perceive it, but are not yet convinced that it is possible to implement student-focused teaching tailored to meeting the needs of each student. The term “clinical” sounds strange to them and they do not see the logic behind the Foundation choosing those four supportive elements.
- B. As a result, each project is centered around a specific tool (video, diagnostics, communities, or master teachers), but the developments they undertake are not necessarily compatible with the reason for which the Foundation invested in them, which is to focus on tailoring teaching to accommodate the thinking and learning of each student. For example, video recording that does not generate information relating to how students think and learn, or professional communities that in reality are no more than in-service education courses.
- C. The projects concentrate on developing stand-alone products. However, according to the Foundation’s approach, quality teaching can grow and thrive primarily when the four elements are applied together. That is, when a master teacher leads a teacher community that makes use of video documentation and diagnostic assignments. While it is possible to detect initial signs of cooperation

between projects, awareness of the necessity of integration between them has yet to penetrate. In addition, mechanisms ensuring the sustainability of these projects have not yet been established by the Foundation and its partners.

During these discussions a number of specific and important points were brought up that demonstrate these difficulties. For example:

- **Diagnosis.** Some council members noted that experience and research show that timely diagnosis is an effective tool for detecting early risk of drop-out. However, the development of diagnostic assignments in universities is meeting with some difficulties, as academia is somewhat disconnected from the practices of teachers, and doesn't take into account the classroom time at teachers' disposal. Council members noted that teachers adopt diagnostic tools only when they become convinced of their usefulness in professional community meetings, and especially when their students are involved in the process.
- **Video recording.** Integration of video recording in improving teaching practices has proved itself beneficial around the world. It allows teachers to focus on the learning and thinking of students and to analyze how teaching adjusts itself to learning and how learning is influenced by teaching. The Foundation has begun a series of development projects that have not yet become entrenched on the ground, and it is therefore critical to integrate them into the activities of professional teacher communities. In addition, not every project maintains its focus on the Foundation's goals for video recording vis-à-vis the learning and thinking of students.
- **Professional communities.** Research literature has examined how professional teacher communities are implemented, and concluded that only those with clear goals and short feedback loops based on video documentation of teaching and the learning and thinking of students (through diagnostic assignments) are effective. In other, more common cases, the communities are no more than regular teachers meetings or in-service training and their contribution is minimal. Therefore, the Foundation must determine which communities it supports in accordance with its strategy and research and help to promote a "culture of community" throughout teachers' careers, beginning with teacher training. Grants to communities, including providing a place to meet and a salary for their leaders, should only be made on the condition that they adhere to the project operator or client. Furthermore, the Foundation must insist that the communities operate in close cooperation with schools and their proprietors, and not bypass them, as frequently happens.
- **Master teachers.** In the view of the Foundation, master teachers must be active teachers who demonstrate outstanding teaching skills in their classrooms and effectively coach their colleagues. They must mentor new teachers, lead both school-wide and discipline-centered teacher communities, and integrate video documentation and diagnostic findings into their teaching and coaching. It is important to note that the term "master teacher" is not accepted either by teachers or the Ministry of Education, and should be re-examined. Nevertheless,

the Foundation should continue to work with the Ministry of Education on creating a National plan, and endeavor to have master teachers in mathematics and science included in it.

In light of this, the Foundation should EXPAND THE IMPLEMENTATION OF QUALITY TEACHING WITH CLINICAL CHARACTERISTICS, INCLUDING SPECIFYING, CLARIFYING, AND DEMONSTRATING TOGETHER WITH ITS PARTNERS ITS CONCEPTUAL APPROACH, THE INTEGRATION REQUIRED BETWEEN THE VARIOUS ELEMENTS, AND WAYS TO ENSURE SUSTAINABILITY. IT MUST DOCUMENT AND PROMULGATE ITS PRACTICAL KNOWLEDGE AS PART OF A DIALOGUE WITH THE PROFESSIONAL COMMUNITY, AND ENSURE THAT THE PROJECTS IT SUPPORTS ACTUALLY FOCUS ON THE LEARNING AND THINKING OF INDIVIDUAL STUDENTS.

BUILDING NETWORKS TO ADVANCE EXCELLENCE AND ENSURE SUSTAINABILITY

The Foundation has drafted a theory of change for its grant making and formulated accordingly a strategy to recruit talented people to teaching, nurture the clinical skills of teachers, and demonstrate how support networks for quality teaching work successfully on the ground. It is natural that the focus of activities has until now been concentrated on expanding the portfolio of grants and assisting grant recipients in realizing the goals of their respective projects.

However, the Foundation has become aware that this is not sufficient. That is, even if most of the programs realize their goals, their accumulated influence will not be enough to trigger the systemic change the Foundation strives for, let alone ensure sustainability. Therefore, it has begun to encourage collaboration between programs and has inaugurated dialogue and coordination between players who have the same goals but are trying to reach them from different directions. The Foundation has even announced its intention to shift from “casting its net” to “weaving a web,” though it has not yet defined a theory of change and strategy for its convening and networking aspiration, nor expanded its capabilities, tools, arena, or budget accordingly.

A theory of change and strategy for forging networks must include working for **common goals and cluster indicators** for success while differentiating between types of networks:

- A. Clusters. The Foundation supports related programs which are carried out simultaneously with similar tools and goals, for example, various residency training programs or programs for developing diagnostic assignments. The Foundation must encourage them to share knowledge and resources, as well strive to influence their professional fields together. The Foundation must carry out assessment and evaluation of their joint progress in each cluster based on shared indicators to be developed mutually.

- B. Geographic Zones. The Foundation supports projects specializing in developing tools, methods, and content that deal with various aspects of the clinical characteristics of quality teaching. So far, these developments have been applied separately in pioneering experiments in various frameworks throughout all stages of teachers' careers – training, professional development, and practice in schools. At this stage the Foundation must create synergy between the components, and test and apply them on the ground. Such integration can begin with collaboration between two or three projects, but they must primarily manifest themselves through implementation in schools and partnerships with local governments, school networks, districts and national programs.
- C. Eco-System. The Foundation has decided to operate in the teachers' arena, but to measure its influence in the students' arena. This decision changes the Foundation from being a “problem solver” to a “catalyzer” and obliges it to work in cooperation and collaboration with additional players. Teachers are a critical lever for finding solutions and creating sustainability, but without academic incentives, physical infrastructure, etc., it will be difficult to achieve systemic progress. The Foundation must continue to work in this sphere in an organized and structured manner.

In this light, the Foundation must DRAFT ITS THEORY OF CHANGE AND STRATEGY FOR CONVENING NETWORKS, WITH THE OBJECTIVE OF INTENSIFYING EFFECTIVENESS; TRIGGERING SYSTEMIC TRICKLE-DOWN IMPLEMENTATION; AND DEVELOPING MECHANISMS FOR SUSTAINABILITY. IT MUST CREATE AND INSTIGATE THE CONDITIONS FOR PROFESSIONAL MEETINGS BETWEEN GRANT RECIPIENTS. THESE ENCOUNTERS CAN AND SHOULD BEGIN WITH SHARING KNOWLEDGE, BUT GO ON TO INCLUDE JOINT LEARNING; MUTUAL SETTING OF GOALS, SHARED STANDARDS, AND INDICATORS FOR SUCCESS; SHARING OF RESOURCES; AND COOPERATION. THE FOUNDATION MUST TRANSLATE THE STRENGTH OF THE RELATIONSHIPS IT HAS FORMED THUS FAR AND BUILD ON ITS EFFECTIVE ABILITY TO CONVENE ITS PARTNERS. THIS REQUIRES SPECIALIZATION THAT DOES NOT NECESSARILY STEM FROM ITS KNOWHOW OF GRANT MANAGEMENT.

COOPERATION WITH SCHOOL NETWORKS, LOCAL GOVERNMENTS, AND SCHOOL DISTRICTS

Until now the Trump Foundation has concentrated on projects that develop the professional “building blocks” required for realization of the Foundation’s strategy. Each project developed and tested its product separately on the ground to a limited extent in relatively “sterile” surroundings that they selected themselves. A majority of the projects worked directly with teachers, both inside and outside of their schools, with the agreement of their schools, but not necessarily under their leadership.

Simultaneously, the Foundation began to experiment with different sorts of collaboration with school networks, local governments, and school districts in order to learn the special characteristics of possible partnerships. At this stage, it is recommended the Foundation consider expanding these partnerships in order to demonstrate and examine how the “building blocks” fit together and help generate a systemic and sustainable process.

Members of the Advisory Council wanted to highlight a number of issues the Foundation should consider when it drafts its operating model for joint ventures with the parties responsible for high schools:

- A. Schools operate in an environment with many goals, values, and interested parties. They exist in a state of tension between the traditional formula that aims to increase the number of students entitled to matriculation certificates and the formula promoted by the Foundation of “quality/scientific matriculation certificates.” Therefore, an essential shared component needs to be the creation and application of a new measure of quality, one that includes five units each of mathematics, English, and one of the sciences. In addition, and no less important, council members recommended that every joint venture the Foundation forms with school “proprietors,” includes professional and organizational support within the schools, in order to help the entire administration and staff prepare for the task.
- B. A proprietor is a public body authorized to administer schools; accordingly they have sizable public resources at their disposal. The proprietor is the responsible party and in practice also has sovereignty over education in its schools. Therefore, the Foundation must keep in mind that the schools are under the leadership of their proprietors and that its collaborations with them are temporary and only concern specific issues. School districts, local governments, and school networks are extensions of the Ministry of Education, and in the same way the Foundation does not fund the Ministry, because its role is not to substitute for government, neither should it be financing its extensions. The Foundation must make clear in advance that its funds will not be transferred to proprietors, especially not to cover expenses for which they should be paying.
- C. Therefore, the Foundation must cooperate only with local governments, school networks, and school districts that have clearly and convincingly made advancing excellence in mathematics and the sciences a high priority, set ambitious multi-year measures of success, defined comprehensive programs, and invested significant resources to these ends. The role of the Foundation in joint ventures is two-fold: as a catalyzer it must help its partners to focus their effort on goals and track success indicators; as a quality teaching “expert consultant,” it must commit its network of “building blocks” and its partners to the venture.

In light of the above, the Foundation must DEVELOP PARTNERSHIPS WITH LOCAL GOVERNMENTS, SCHOOL NETWORKS, AND SCHOOL DISTRICTS THAT WILL OPEN THE DOOR FOR DEMONSTRATING SUPPORT NETWORKS FOR QUALITY TEACHING ON THE GROUND AND INCORPORATING THE BUILDING BLOCKS THE FOUNDATION HAS HELPED TO DEVELOP. IN THESE JOINT VENTURES THE FOUNDATION MUST LISTEN CAREFULLY TO SCHOOLS, PRINCIPALS, AND TEACHERS; ACCORD THEM AN INFLUENTIAL ROLE IN JOINT DECISION-MAKING, AND FACILITATE PROFESSIONAL AND ORGANIZATIONAL SUPPORT TO PREPARE THEM TO MEET THEIR GOAL. THE “HIGH QUALITY SCIENTIFIC MATRICULATION CERTIFICATE” INDICATOR SHOULD BE CENTRAL TO SUCH PARTNERSHIPS. TO DO SO, THE FOUNDATION SHOULD DEVELOP RELEVANT EXPERTISE AMONG ITS STAFF AND CREATE THE ABILITY TO SHARE KNOWLEDGE AND EXPERIENCE AMONG ITS VARIOUS PARTNERS ON THE GROUND.

FORMULATING A COMMUNICATIONS STRATEGY TO SUPPORT THE GROWTH OF EXCELLENCE

The Trump Foundation has come to the understanding that it must also operate in the media arena in order to advance the goals set out in its Strategic Roadmap. In its first stage of operation, in order to trigger motivation to find solutions to the problem, emphasis was placed on making the public and decision-makers aware of the urgency of stopping the decline in excellence. The media messages coming from the Foundation accordingly emphasized the downward trend, and therefore received wide media coverage.

From the moment both the professional community and solutions began to emerge, there was a corresponding need to publicize positive messages that communicate mobilization, action, and initial success. The Foundation wrote in its roadmap that talented people would choose teaching only if they felt they had the support of the public and were part of a process of change in trajectory. Since the media does not have an appetite for positive messages, the Foundation began to bypass it by using social media.

Advisory Council members recommended that the Foundation formulate an updated communications strategy and act upon it. The strategy must take into consideration the following points:

- A. The Foundation has two messages: quality teaching directed at teachers, and excellence in mathematics and the sciences directed at the public. In practice there is some tension between them that is expressed by students and parents being interested in 5-unit matriculation courses for practical reasons – to open opportunities for the future – while teachers are interested in nurturing students who can think deeply and are ethical and well-versed.
- B. Council members believe that the common denominator between the messages is the "effort" involved in teaching and learning mathematics and the sciences at

an advanced level. For students, this means investing time and energy, persevering, and coping with challenges in order to succeed. For teachers, this means being methodical, meticulous about planning and execution, and duty-bound to focus on providing solutions for each diligent student.

- C. The Foundation must communicate to the students its message that continuous effort is required, but that it will provide them a “golden key” to success later in life. It must build a convincing bridge between effort and success, emphasizing that a quality matriculation certificate is an indicator of future success, and publicize success stories. Success must be sold as critical to their futures in order to convince them to exert the same effort in their studies as they do in sports, music, and pre-military preparatory programs.
- D. It should be noted that the Foundation sends the teachers a two-fold and possibly contradictory message. On one hand is “professionalism,” being methodical, and having extensive knowledge of the material; on the other is a more popular message conveying “the time for education has come” and “teachers make all the difference.” Some council members recommended the Foundation search for common ground between the two messages, use the Foundation’s definitions of excellence and quality teaching, and explain them to the public. Others, however, recommended abandoning the popular message entirely.
- E. The Foundation must be cautious of a double-edged sword. Since the public profile of its activities is high, many people might become annoyed with its over-concentration on scientific subjects. If the message is understood to say that studying 5-unit mathematics and science is the one and only key to success, they will react with justified criticism. The Foundation must remember that 80% of the students in Israel are not members of its target audience, and their weight is also important and considerable.

In this light, the Foundation must FORMULATE AND IMPLEMENT A COMMUNICATIONS STRATEGY SUITABLE FOR MAKING THE SWITCH FROM STOPPING THE DECLINE IN EXCELLENCE TO RECOVERY AND GROWTH. SINCE THIS IS A POSITIVE MESSAGE, TRADITIONAL MEDIA OUTLETS WILL FIND IT HARD TO DIGEST. HOWEVER, AT THIS STAGE, THEY ARE THE MOST IMPORTANT CHANNELS TO TARGET THE HEART OF THE ISRAELI PUBLIC, WITH EMPHASIS ON COMMERCIAL TELEVISION STATIONS AND MAJOR NEWSPAPERS. THEREFORE, THE FOUNDATION MUST HONE ITS MESSAGES AND CONCENTRATE ON NEW INDICATORS OF SUCCESS (QUALITY MATRICULATION) AND ITS SUCCESS STORIES.

DOCUMENTING, MEASURING, EVALUATING AND KNOWLEDGE SHARING

The Trump Foundation has reached the point where it asks questions relating to knowledge, documentation, and assessment. The Foundation's interest in these subjects stems from several motives:

- As a foundation whose strategy is focused on setting in motion measurable changes, data and indicators are important to its activities. It must be convinced of the credibility, reliability, availability, and accessibility of the data.
- Two years from now (five years after its launch), the Foundation wants to carrying out a comprehensive assessment of its activities in order to learn, draw conclusions, and update its roadmap in keeping with the insights gained.
- As a spend-down foundation, it is aware of the need to document its activities to give educational, philanthropic, and interested public audiences the opportunity to learn from its activities, successes, and failures.

Despite that the topics raised here are disparate and varied, council members were convinced that the Foundation must now deal with them systematically, develop suitable capabilities, and set in motion the necessary processes. Accordingly, the Foundation must take into careful consideration the following points:

- A. Use a variety of data. The Foundation can use the results of external exams, like the matriculation, PISA, and Meitzav exams, which test different aspects at various points in time to formulate an integrated picture of trends and processes. Results of diagnostic assignments can enrich the picture, involve teachers, and provide an idea of the progress made before the final exam stage.
- B. Disseminate knowledge. The Foundation must gather knowledge gained from research and practice about quality teaching in mathematics and the sciences from around the world and in Israel and make it available to the professional community. It must continually update itself, delve into the literature and reports, and confer with professional consultants in order to be aware of significant developments. The Foundation must develop expertise in providing easy access to this knowledge in Hebrew so it will be read and be of service to the Foundation's target audience.
- C. Evaluate carefully. The Foundation needs a data-driven picture of its operations, however it must be careful not to go so far as to damage the trust and the quality of its working relations with its partners. The way to balance the two is by using cluster evaluations based on shared standards and indicators, to be defined collaboratively by the members of the various networks. The Foundation should reserve from conducting project-based assessments, which will not add much to its knowledge and might be interpreted as an outside inspection. (The cluster most ready for evaluation is that of clinical training programs).

- D. Documentation. The Foundation must consider patterns for documenting its inside stories for the philanthropic, educational, and interested public target audiences. The target audiences will also influence the narrative (history, social sciences, literature, or serious journalism) and the medium used (book, article, film, or website). The Foundation should initiate these activities for the long term, but simultaneously produce case studies for the short term concerning specific components of its work (for instance, the use of social networks).

In light of this, the Foundation must DEVELOP THE ABILITY TO ASSESS AND EVALUATE, FOCUSING ON GATHERING AND ANALYZING NATIONAL AND INTERNATIONAL DATA; MAKING RESEARCH AND PRACTICAL KNOWLEDGE FROM ISRAEL AND ABROAD ABOUT QUALITY TEACHING ACCESSIBLE; MEASURING THE EFFECTIVENESS, GRADUAL PERMEATION, AND SUSTAINABILITY OF ITS CLUSTERS AND NETWORKS; AND CREATING DIVERSE DOCUMENTATION OF THE FOUNDATION'S STORIES FOR VARIOUS AUDIENCES. THE FOUNDATION MAY WANT TO ENSURE THAT THESE PROCESSES NOT ONLY CAUSE NO HARM TO ITS WORKING RELATIONS WITH ITS PARTNERS, BUT EVEN INTENSIFY AND STRENGTHEN THEM.