



tf THE TRUMP
FOUNDATION
קרן טראמפ

Strategy Update 2018 – 2020



Changing the course of decline in the five-unit tracks in mathematics and the sciences is an ongoing collaborative effort, spearheaded by dozens of organizations and hundreds of professionals.

At this point of significant growth, we must all ask ourselves whether we have managed to secure long-lasting impact. Have we created sufficient opportunities and capabilities across the country? Have we opened the door for both teachers and students to realize their full potential?

In order to ensure the durability of our joint endeavor, our work will now enter a stage of substantial investment. In this phase, which is described in the following paper, we will help create a solid educational infrastructure to sustain an enlarged flow of talent, while increasing access to excellence in the social periphery and in junior high schools.

We are sharing this update with you, the leaders of this remarkable journey, because we continue to believe that clear, coherent and open communication with you, is of paramount importance.

Expanding the Circle of Excellence

The Trump Foundation was established in 2011 to assist the Israeli education system in expanding the circle of excellence in mathematics and the sciences.

We chose to focus on excellence because in the 21st century, particularly in Israel, high proficiency in mathematics and the sciences is a key driver for scientific breakthroughs, technological innovation, economic growth, individual success and social mobility.

Studying in excellence tracks helps to develop character traits and values. This process entails entrepreneurship, grit and hard work, as well as curiosity, analytical skills and deep understanding, while confronting hurdles and dilemmas, and solving new and complex problems.



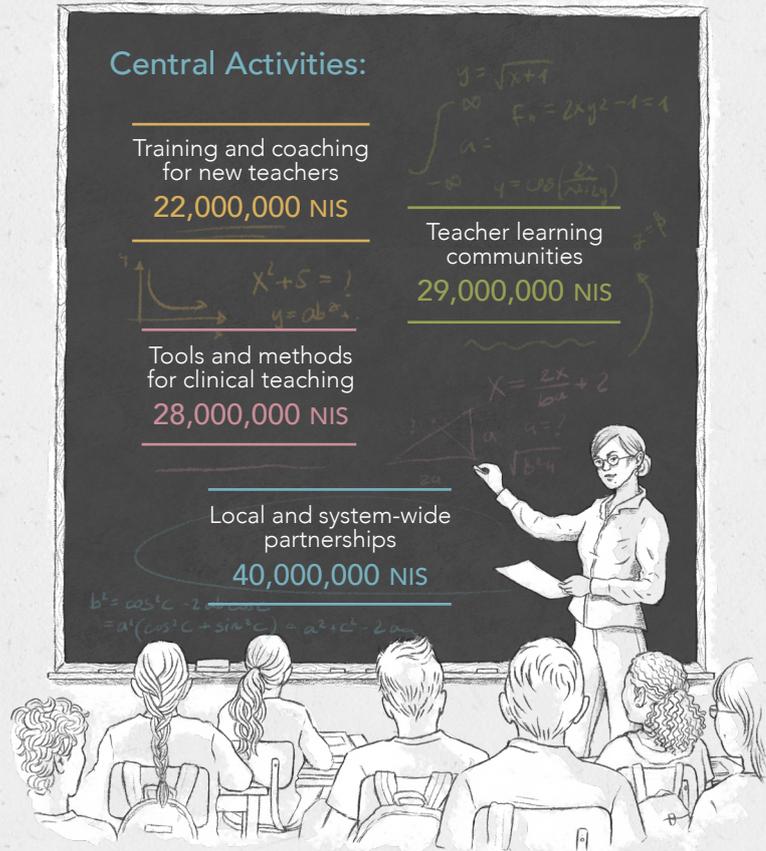
Photo: Chemistry lesson, The Hebrew Gymnasia School, Jerusalem, 1920 - from the collections of the Central Zionist Archives

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This demanding educational mission requires great teachers with clinical teaching skills, who set high expectations and individual goals for each student, diagnose difficulties, customize instruction, monitor progress and provide reinforcing feedback.

In order to encourage and help cultivate such teaching, the foundation has collaborated with teachers across the country, as well as with dozens of education organizations, including universities, colleges, municipalities, school networks, the high tech industry and government.



Together, we have created a portfolio of more than 200 programs and professional networks, concentrating on attracting talent into teaching, nurturing clinical instructional expertise and weaving nets of national and local support for excellent teaching at scale.

The "Five-Unit" Engine

We targeted upper secondary schools, focusing on increasing the number of students majoring in advanced mathematics and physics. We did so because the "five-unit tracks" in Israel have proven to effectively capture and nurture talent and to predict success in life.

Over the previous decade, these tracks suffered significant decline, due to a shortage of teachers and an ineffective system of incentives, causing high dropout rates and the shutting down of classes nationwide.

After six years, the collective effort, now led by the government, is bearing fruit and the needle is moving. More teachers are being trained, veteran teachers are creating professional learning communities and many more students are majoring the five-unit courses.

Five-Unit Graduates (2006-2016)

- Mathematics
- Physics
- Chemistry



Strengthening the Foundations of Excellence

The emerging success of the "five-unit" effort is remarkable, yet fragile. On the one hand, it has paved the way and generated an appetite for a further increase. Yet on the other hand, it has shed light on some volatile elements, which still need to take shape.

The boost in high school graduates majoring in advanced-level mathematics creates a disruption in the talent pipeline. This puts pressure on junior high schools to prepare more candidates, and on science, medicine and engineering departments of leading universities to accept more students.

This kind of expansion requires a solid professional infrastructure, which supports the education system as it unleashes talent across the country and helps to maintain it as it creates long-term capabilities.

The current stage calls for a shift in the way the foundation works. We began as a catalyst, weaving a web of programs and capacities. Then we acted as a convener, establishing networks of collaboration between policy, development and practice.

Now, the foundation will enter a third stage in its lifecycle: that of builder. In the coming three years we will work with our partners to strengthen the foundations and expand the pipeline of excellence. Together we will create opportunities, nurture expertise and support the implementation.

Spotlights

- Cultivating clinical teaching expertise in order to strengthen the professional development and practice of teachers.
- Collaborating with the local educational leadership to stimulate a sustainable appetite, drive, and capacity for excellence.
- Increasing access to excellence in the social periphery in order to open doors and ignite economic mobility.
- Nurturing excellence in junior high schools in order to encourage and develop the pool of talent in upper secondary school.



Clinical Teaching

The foundation's theory of change relies on great teachers and excellent teaching, recognizing that they are the most influential and sustainable investment possible. Israel has a superb cadre of mathematics and science teachers, but is in need of many more.

We are helping recruit and train a new generation of mathematics and science teachers, supporting the cultivation of clinical expertise for high quality teaching, and collaborating with the education system to create support networks for this to take place at scale.

So far, clinical teaching includes various separate building blocks, such as: professional learning communities; instructional coaching; diagnostic assessments; classroom-based videos; teaching simulations and protocols, rehearsals, residencies, and more.

Now, we aim to assemble them under one roof with a strong professional infrastructure so that they will become fundamental elements of the education system. We will encourage collaboration between policy, research and practice, which will lead to systemic and viable solutions.

Local Leadership

We know that clinical teaching cannot sustain itself in a vacuum. It flourishes within a coherent instructional system and an organizational culture of excellence. It depends on shared goals and collaboration with a community of practice, requiring ongoing support.

With this in mind, we have engaged municipalities, school networks and districts. Together we have designed programs to increase the number of five-unit students, while embedding components of clinical teaching into their systems.

As a result, we are witnessing significant growth and improved alignment of policy between the national and regional authorities. Nevertheless, the current momentum is highly dependent on supplemental resources and drive.

Therefore, we will now attempt to go beneath the surface of successful programs, into the underlying roots of the system. We will collaborate on issues such as management systems and organizational routines at school, in the municipality, in the network and in the district.

Social Periphery

Our basic assumption is that excellence knows no boundaries. Hence, the foundation's original programs were blind to gender, ethnic affiliation and demographics, and embraced willing, determined and able partners.

We were pleased to see relative growth in remote areas, albeit in smaller numbers than in the center. This shows us that with great teachers, even students who come from difficult life circumstances are able to thrive.

However, the scarcity of resources and remoteness from centers of excellence are still detrimental, and there is a risk that patterns of unfulfilled promises and low self-esteem will jeopardize current attempts.



Therefore, the foundation will now collaborate with local leadership in the periphery to prove that excellence is a genuine vehicle to reduce inequalities. Together we will set high goals, build regional coalitions, nurture clinical teaching, develop growth mindsets and improve management practices.

Junior High Schools

In order help more students prepare for the advanced five-unit levels, we have gradually begun working at the junior high school level, and currently, approximately 40% of our portfolio is dedicated to helping high schools to smooth the transition from junior high to senior high school.

However, we have learned that there seems to be no clear motivation for junior high school students to invest in studying mathematics and the sciences. The matriculation test is a distant target and other measures, local and international, are of little consequence to them.

We have also noticed that the governance and curricula of the lower and upper secondary departments in many high schools are not sufficiently aligned, the instructional systems are often separate and the teachers are typically trained, coached and managed independently.

Therefore, we will now start to explore this direction more systematically, looking into curriculum, assessment and instructional capacity. We will do so while continuing to help schools ignite and sustain the drive to invest in excellence from an earlier age.



We would like to take this opportunity to thank you for the privilege and honor of working together. We never take it for granted and highly value your wisdom and feedback. Therefore, now, as always, we seek your insights, critique, and suggestions.

Please share your thoughts with us: info@trump.org.il



Photo by Moshe Miller - Child playing in Neve Zait Neighborhood, Lod, 1970 - from the Collection of the Israeli Government Press Office