ADVISORY COUNCIL MEETING
2-3 NOVEMBER 2016

BACKGROUND MATERIALS

STARTUP NATION AT RISK:

FIVE-YEAR REVIEW – 2016 (DRAFT)

The five years since the establishment of the Trump Foundation have offered us a real opportunity for engagement, dialogue and learning. During this period, the foundation joined the playing field of Israeli education and realized its agenda, while forging partnerships with leading educational institutions in Israel that develop and implement groundbreaking projects.

Collaboration, openness and engagement are values that have guided us from the start. Our Strategic Roadmap, which drives our work until today, was written together with experts, researchers and teachers. They continue to provide us with sound advice, opinions and critique, and they play a central role in our work.

Now the time has come to stop for a moment, to summarize what we have done together, and to clearly formulate what we have heard from you along the way. We must ask: What have we learned about what is needed? What is possible, and what is difficult? What else do we need to know and how can we improve our shared way forward?

This document attempts to grapple with the insights and lessons so far, while describing our activity and progress, and proposing a more in-depth strategic roadmap. Like its earlier version, the document serves as a collaborative navigation map that is in constant motion. As such, it is open to comments, responses and proposals, as we are fully aware that further amendments will be made to the document in the future.

This is also a good opportunity to thank you for your friendship, sincerity and candor. We recently received systematic feedback from you, which was very flattering in parts, and also indicated areas we must improve. Your feedback is priceless; we are in great need of it, and are extremely grateful for it.

We would be happy to receive similar feedback from you on this document. Please read it with a professional eye in light of your rich experience and share your thoughts, doubts and ideas with us. For us, it is a great honor to listen to you, to learn from you, and to be partners with you in pursuing a mission of social and national importance.

The Trump Foundation Team.

HIGHLIGHTS

Addressing a National Call

The Trump Foundation was founded in 2011 to help the education system in Israel stem the decline in excellence in the study of mathematics and the sciences in secondary schools, and to nurture significant improvement.

We see our mission as addressing a national call, aimed at enabling Israel to catch up to the world's leaders in educational achievement and better position itself towards the second quarter of the 21st century.

For this purpose, the foundation chose to invest in teachers and teaching. This stems from an understanding that there is no sustainable shortcut to an outstanding teacher who makes all the difference. Therefore, our strategic plan seeks to foster and instill **high quality teaching**, and make it more accessible.

Quality teaching focuses on the learning of each student, diagnoses each student's abilities and difficulties, sets ambitious goals with them, adapts itself to their way of thinking and pace of learning, offers constructive and supportive feedback, and is developed within a professional community of colleagues.

We strive to help teachers enhance their teaching practice. In order to do this we work with teachers, schools, educational organizations, school networks, districts and local government authorities, as well as universities, colleges, hi-tech companies and the national government.

Together with them, by 2015 the foundation approved funding of 125 initiatives, with a budgetary allocation of over 100 million shekels (from approximately 600 million available to it) focusing on recruitment, training, instructional coaching and professional development for teachers, and establishing the conditions for supporting quality teaching at scale.

We are already beginning to see a reverse of the trajectory. Nonetheless, in order to nurture quality teaching, we have decided at this stage to add to our efforts several amplifying activities designed to establish partnerships, weave networks, build knowledge and motivate ever-widening circles to action.

We assume that a combination of these activities and professional infrastructure, implemented together and in congruence, will enable the successful interaction of policy, research, and practice. In this manner, we believe that the decline will be transformed into grown and that the desired improvement will be achieved and firmly established in an enduring manner.

VISION AND MISSION:

From Pioneers to Start-up Nation

Human talent is Israel's most important resource. Starting with the pioneers who made the desert bloom, followed by courageous soldiers who defended the nation, ground-breaking scientists, and entrepreneurs who built the "start-up nation." However, times have changed and this relative advantage is now imperiled.

As a state built upon science and technology, Israel cannot allow itself low educational achievement in general, and a low bar of excellence in particular. This is a reality that cannot be accepted as fate. Therefore, Israel must close the gap in educational achievement in order to be better prepared heading into the second quarter of the 21st century. The Trump Foundation's vision is to help Israel propel a national process to encourage and foster excellence in the fields of mathematics and the sciences. These are fields that produce scientific breakthroughs and enable innovative technological developments. They provide the basis for many solutions to 21st century challenges – in medicine, agriculture, security and environmental protection.

We have learned that the potential for excellence in Israel is located throughout the country, and it crosses barriers of ethnicity and gender. We know that many high school students are interested in and capable of learning mathematics and science at a level of excellence, if only we were able to present them with the challenge and offer them quality teaching.

Hence, the Trump Foundation aims to enable every student in Israel who is willing to accept the challenge to exercise their right to high quality teaching that will assist them to learn at a level of excellence in mathematics and science. Thus they will be able to maximize their potential and open the door to a better future for themselves, their family and for the state of Israel.

NEED AND OPPORTUNITY:

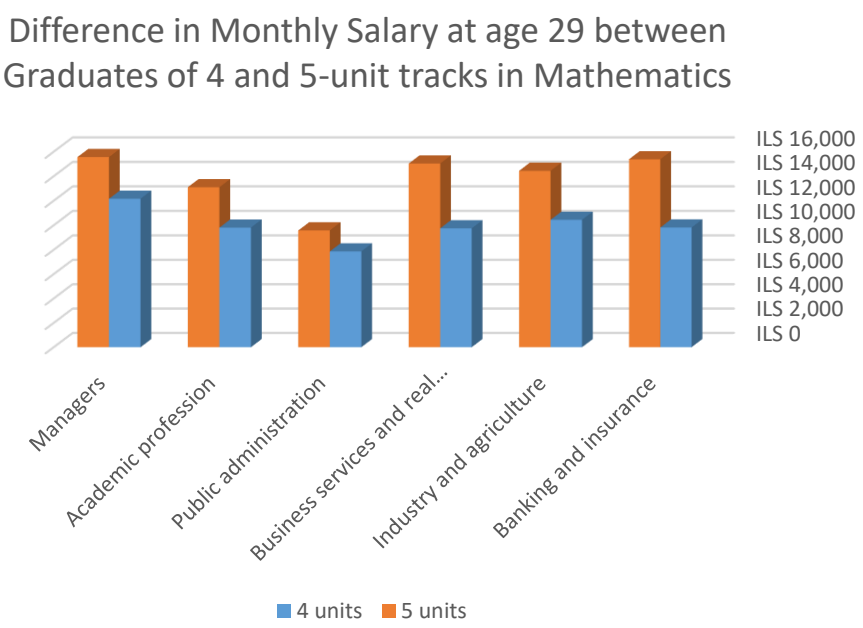
Rising Standards for Success

In the previous generation, a matriculation certificate and undergraduate studies were a pre-condition for success in life. These opened the door to employment at a reasonable wage and a good standard of living. In 1990, this path was only open to a minority of youth in Israel - about 30% of total high school graduates matriculated with a high school diploma, and 23% were accepted to bachelor's degree studies.

Since then, and thanks to government policy, efforts were made to enable more students to earn a matriculation certificate and continue to academic studies. Vocational tracks were closed, regional colleges were founded and more teacher positions were created. The results were rapid: the percentage of those eligible for a matriculation certificate and undergraduate studies has doubled.

This national endeavor has created exceptional access to higher education for approximately half of Israel's citizens. Today we may say with pride that eligibility for matriculation and academic degrees are no longer a major expression of social gaps in Israel, as they were in the past. However, the price of this policy began to emerge when the gates to higher education ceased to expand.

For example, because the labor market did not grow in parallel to the growth of the education system, the gaps which previously occurred in eligibility for matriculation are expressed today in the quality of the matriculation certificate. Competitive university degrees, which open the door to high-wage employment, give preference to high quality matriculation diplomas, which include five units in mathematics, English and a science subject.



Taub Center, 2015

Realizing that Israel's students were being left behind as the rest of the world moved forward, the government decided to gradually raise teachers' salaries, and to add individual teaching to their regular classroom instruction. As a result, and due to a series of government programs, Israel has witnessed the initial signs of improvement in student achievement in elementary and middle schools.

Secondary schools are the focus of the next improvement. Many students are interested and identified by their schools as capable of learning mathematics and science at levels of excellence. However, some are unprepared for the rapid teaching pace, the high expectations, the heavy workload, and the need for diligence and perseverance, and they soon drop out of the five-unit track.

In other schools, we find that advanced tracks of study in mathematics and science are not offered, whether due to satisfaction with merely earning the matriculation certificate, lack of teachers or a small number of students. In addition, many teachers are now reaching retirement age and leaving the teaching profession. The coming years thus represent a turning point, involving both great risk, but also a great opportunity to help develop the next generation of teachers.

We have learned that other countries that have succeeded in significantly improving their educational achievements invest primarily in teachers and the quality of their teaching. In Israel too, there are outstanding mathematics and science teachers who work relentlessly for their students. Therefore, clearly any attempt to improve educational achievement must be based on these outstanding teachers.

From data and research, we conclude that expanding the circle of excellence is a goal that is within reach. Our working assumption is that despite frequent changes of government, all agree that the advancement of excellence takes priority, and we may rely on continuity in policy. We therefore believe that Israel has a good chance to succeed in stemming the decline in mathematics and science studies.

However, the coming years will prove crucial in determining whether the education system, in its goal-setting of excellence, will rely on teachers to lead the professional process, to develop and spread their professionalism from the inside, and to spawn a new generation of excellent teachers. If this happens, the decline in excellence will be transformed into significant and sustainable growth.

A special role is reserved for philanthropy in this effort. Philanthropy should continue to act as a catalyst for innovation, for identifying and disseminating best practices for encouraging coordination and dialogue, and for driving implementation in widening circles. Together with the government and other educational organizations that accord top priority to this matter, all must work to ensure that Israel takes advantage of this opportunity.

WHY IS IT IMPORTANT TO EXPAND THE CIRCLE OF EXCELLENCE?

In the 21st century, knowledge of mathematics and the sciences is important for contending with the world's problems – curing disease, supplying water and food, bolstering security, enabling prosperity and safeguarding quality of life. Graduates of the education system who completed their studies at a level of excellence in these fields are considered to be prepared for the challenges and opportunities of our generation, having demonstrated an ability to address complex problems in changing environments and devise innovative solutions for them.

In Israel in particular, excellence in the fields of mathematics and the sciences places students in a position of relative advantage as they begin their adult lives. As a country that has built its economy on science and technology, people with knowledge and ability in these areas can find fertile ground for applying their talents. Today, a quality matriculation certificate that includes five units in mathematics, English, and a scientific field is a springboard for acceptance into technological units in the army, prestigious departments in the universities, and employment at relatively high wages.

The study of mathematics and science at a level of excellence helps students to develop personal characteristics that are important for their future. It combines broad knowledge, in-depth understanding and a high level of thinking, and gives expression to attributes of creativity, innovation and initiative. The study of advanced mathematics and science develops learning habits that strengthen resilience, as it entails significant effort, investment of time, practice and persistence. It also involves planning, self-assessment, an emphasis on quality performance and on learning from mistakes, while fostering an ability to cope with difficulty and failure.

The expansion of excellence is also a social value, serving the objective of opening doors and narrowing gaps. Many students in Israel – in the center and periphery, Jews and Arabs, religious and secular, boys and girls – are capable of excellence, if only they are presented with the challenge and provided with quality teaching that is adapted to their abilities, difficulties, pace and style of learning. When these students fulfill their potential, they will build a better future for themselves and for their families, and will help ensure the strength and prosperity of the Israeli state and society.

WHAT IS EXCELLENCE IN MATHEMATICS AND THE SCIENCES?

Excellence is a high level of understanding, thinking and performance in which students are guided by the knowledge and skills they have learned, using them intelligently and creatively to contend with a new and complex situation. This ability entails acquiring substantial knowledge, skills in analysis and in-depth learning, character traits of curiosity, initiative and communication, as well as moral values of individual and social responsibility.

Students at a level of excellence acquire:[1]

KNOWLEDGE

A. They gradually build a broad and in-depth foundation of knowledge that enables them to conceptualize, generalize, extract and implement, based on research they conduct and models they design for complex situations. They identify the various aspects of the problem, know how to precisely express and explain their choices and thinking, and utilize this to describe phenomena, solve problems and create new knowledge.

SKILLS

B. They develop logical, spatial and algorithmic thinking, as well as creative and critical thinking. They are capable of planning and explaining an experimental array, while applying complex connections between fields, relations, sources of information and various representations. They easily translate between them; choose, compare and evaluate strategies for solving problems; and draw conclusions at a high level of abstraction.

CHARACTER

C. They enjoy challenges and solving problems, assume responsibility for learning, are ready to persist, invest and practice, and are willing to face difficulties and pressure while demonstrating consistency, determination and patience. They learn from mistakes, are keen to contend with complex, open and unfamiliar situations, and employ resourcefulness, creativity and a high ability of interpersonal communication and cooperation.

VALUES

D. They set ambitious goals for themselves and seek the truth, solutions, success and breakthroughs, while internalizing the limitations of science and the principle of doubt. They demonstrate integrity, ethical conduct and fairness, and are tolerant and open to diverse opinions and to their own mistakes and those of others. They are aware of the moral responsibility that derives from the use of scientific knowledge and take action to improve the society in which they live.

[1] This definition is based on the products of the national initiative to strengthen science education (*5*2*) and on the work of the U.S. National Research Council (2012) on the subject of *Developing Transferable Knowledge and Skills in the 21st Century*, definitions of levels of excellence in the OECD's PISA examinations, the Israeli curriculum in mathematics, physics and chemistry, and analysis of new curricula in a number of countries around the world.

THEORY OF CHANGE - QUALITY TEACHING:

From Industrial to a Clinical Profession

High-performing education systems invest primarily in teachers and in their teaching. They decided to do so after numerous failed attempts to improve education by instituting changes outside of the classroom. Their investment in teachers is based on research indicating that the quality of instruction is the most influential factor in the classroom in explaining disparities in student achievement. Learning from their experience, the foundation adopted a similar working assumption which is that there is no bypass route for expanding the circle of excellence in a continuous and sustainable way, without investing in the professional ability of the teaching corps.

We noted that outstanding education systems in Western societies have transformed the teaching occupation from a blue collar production line trade to a clinical knowledge-based specialization, from teaching that is focused on the material to teaching focused on the student. Clinical professions, which are highly attractive, are characterized by a high commitment to each "patient" that includes setting ambitious goals, a personalized program of "treatment," diagnostics, prognosis, monitoring and feedback. In clinical professions, the practitioner takes an active role in a professional community, routinely consults with colleagues, participates in clinical rounds and residency programs, and is involved in mentoring and coaching.

We believe that quality teaching with clinical characteristics may be of value for every field of study and in all grade levels. However, it plays a special role at the level of excellence in the study of mathematics and science. Since these are abstract fields that are considered difficult to teach and learn, where knowledge and skill are built together, teachers need to instill a learning climate of practice, persistence and, deeper learning, higher order thinking and knowledge transfer. The ability to simultaneously encourage many students to learn, persist and succeed is, therefore, a very challenging mission.

High quality teaching of mathematics and science is based on individual excellence and is methodically and systematically implemented, with careful planning, performance and self-awareness. It is executed in a professional community, with ongoing consultation and a focus on the progress of each and every student. This type of teaching identifies the abilities and difficulties of each student, sets ambitious goals with them, adapts the teaching to the student's way of thinking and pace of learning, monitors progress and provides the student with constructive and supportive feedback.

Individual excellence of the teacher is a prerequisite for quality teaching. Outstanding teachers come from the top third of university graduates and bring with them in-depth and broad knowledge, as well as solid confidence in the subject matter area and its connection to related fields and to everyday life. They exemplify excellence in their conduct, keep up-to-date with innovations in the field of knowledge, read scientific and pedagogical publications, participate in conferences and seminars, and write, document and publish insights from their work and experience.

Quality teaching in practice is a clinical skill that focuses on providing a personalized solution to each student. It takes place in three arenas of interaction - with the student: the classroom and the community of teachers. It is characterized by reliance on openness, cooperation and trust; continuous diagnosis of the students' learning; individual adaption of teaching to the

abilities, challenges, style and pace of each learner; and by aiming for continuous improvement of teaching and learning performance.

Outstanding teachers[2]:

a) Believe and are convinced that all of their students are capable of excelling; demonstrate a profound commitment to making the most of the opportunities that stand before them; set high and attainable individual learning goals with their students; stir their curiosity and help them to become independent learners.

b) Create an inclusive and confidence-building learning atmosphere in their classroom that allows for questions and mistakes, encourage the expression of knowledge and opinions in writing and speech, and stimulate intellectual risk-taking. They respect their students, nurture communication skills and creativity, and encourage collaboration.

c) Have a practical understanding of how students think and learn the field of knowledge. They comprehend how knowledge develops among students and can identify misconceptions, ways of thinking, learning styles and developmental processes.

d) Are proficient in the use of a range of assessment and evaluation techniques, and know how to adapt them to the context in which the learning takes place. They document the learning performance of each student in a comprehensive way and use this in real time to map, diagnose, adapt the teaching and provide constructive and reinforcing feedback.

e) Use a wide arsenal of teaching approaches and methods, and exercise sound judgment in choosing strategies and techniques appropriate for the context, the learning topic, the classroom, and the diagnostic findings regarding each student.

f) Give their students clear, constructive and supportive feedback in accordance with their learning performance. They choose the type of feedback and the appropriate time to present it, and they use this feedback to help students to internalize the learning goals and become aware of their progress.

g) Take an active role in a professional community, which operates regularly under the leadership of master teachers and systematically analyzes classroom learning and teaching.

h) Build together the professionalism of teaching, develop a shared instructional system, implement standards of evaluation, create support systems for student learning, and engage in peer learning that includes documentation, analysis, mentoring and feedback.

[2] Based on the standards for quality teaching of mathematics in Australia (2006), English teaching standards (2012), teaching standards for mathematics of the National Council of Mathematics Teachers and the National Council of Professional Teaching Standards in the US, the work of John Hattie of New Zealand on quality teaching (2003, 2011 and 2012), the work of the Israel Academy of Sciences on the necessary knowledge for mathematics teachers (2012) and reports by the Szold Institute on the teaching of mathematics and physics in Israel (2012, 2014).

THE FOUNDATION'S LIFECYCLE

Catalyst – Convener – Builder - Tutor

The Trump Foundation will meet its objective only when high quality clinical teaching of mathematics and the sciences is firmly embraced by Israel's high schools. This will enable more students to choose, persist and succeed in mathematics and science majors, which in turn will open up opportunities for their future.

In order to set this theory of change in motion, in the first stage (2011-2014) the foundation focused its efforts on the professional community, serving as a catalyst for developing "building blocks" of clinical teaching. Efforts were concentrated on sounding the alarm in order to initiate a process of stemming the decline in the five unit tracks and launching training programs, professional development frameworks, and development of student-centered instruments and methods.

In the second stage (2015-2017), in order to provide the support necessary for quality teaching, the foundation began to act as a convener, helping to seed partnerships, forge professional networks, create knowledge and motivate to action. This effort is designed to enable effective alignment between policy, research, public opinion and practice, and to lay the groundwork for significant growth in excellence.

In a third stage (2018-2022), the foundation intends to work as a builder, in order to spark the establishment of professional and organizational infrastructure that support implementation at scale. For example, we will examine the opportunity of establishing an Institute for Advanced Teaching that will serve as a professional home for master teachers; recruiting an "elite corps" of experts to support quality teaching in schools; a one-stop-shop for guiding the effort to training new teachers; and an intermediary organization to share knowledge between municipalities that prioritize the study of science and mathematics.

In a fourth and final stage (2023-2025), the foundation will act as a tutor, preparing to complete its role and working to remove the philanthropic scaffolding. In this stage, we will help the system and the professional community to ensure continuity and sustainability, and complete the documentation and evaluation of the foundation to enable learning and drawing conclusions from its activity.

In this manner, which includes programs, amplifying activities, and professional infrastructure, we believe that the foundation's strategy could be successfully realized and remain deeply rooted in the system over the long term.

PROGRAMS

1. Access to Opportunity

Providing better access to five units of study while training a new generation of teachers

Many students say that quality teaching made all the difference for them and note that their attraction to a particular subject can be largely attributed to an outstanding teacher. Often, this is also the reason they choose to major in a specific path of study. When students are asked what makes these teachers outstanding, the same answers are given: "They knew how to connect to me, they identified where I was having a hard time and how I think"; "They set ambitious goals with me, taught in a way that I could understand and supported me along the way, believing in me and not giving up."

In fact, there are excellent mathematics and science teachers in Israeli schools. They include outstanding teachers who are top-rate professionals, with rich and in-depth knowledge, quality teaching skills, character of excellence, values of commitment and a sense of mission. A central objective for them is to ensure that many students choose, persist and succeed in their studies at a level of excellence, and they provide each student with an individual response adapted to his or her abilities, difficulties, style and pace of learning.

However, a substantial number of teachers are now approaching retirement age, including many who immigrated to Israel from the former Soviet Union in the 1990s. Consequently, there is a severe shortage reflected in the closing of study tracks and assignment of unsuitable teachers from the school teaching staff. In 2010, of the 1,129 schools in Israel whose students took matriculation exams, only 520 schools offered a five-unit track in mathematics and 484 in physics. This means there is an untapped potential for excellence in Israel – in central Israel and in the periphery, among Jews and Arabs, religious and secular, girls and boys.

This is an enormous challenge, but also a great opportunity. There is a need to help the education system develop its next generation of mathematics and science teachers. This is an opportunity to make sure that those new teachers are excellent and that they receive the best training and coaching. The building of this teaching generation is a ten-year process whose scope is a function of the prospective growth in the number of students. In addition to the long term effort and due to the relatively long period of time required to train new teachers of five units, there is an immediate need for remote teaching for students in schools that currently do not offer five units of study.

At the start of its work, the foundation posed a threshold question: "Are there enough excellent people who would be willing to fill the shoes of the veteran teachers?" It soon became clear that the conditions for this are ripening. The public concern for the future of education, the new salary agreements for teachers and the increase in the education budget - all contributed to initial signs of an upturn in learning achievement. Concurrently, there is an increase in the demand for teacher training programs in general, and in the fields of mathematics and science in particular.

From a survey performed for us by the Dachaf Institute, we learned that many of those who are considering making a career change to teaching mathematics and science have special characteristics. They include a significant percentage of people over 35 years of age, from central and northern Israel, who have a degree in science or mathematics and pursued a

career in their field of specialization after completing their academic studies. Now, they have reached a stage in their lives in which they are interested in becoming teachers. Their main motives for this career change include a love of science, a sense of social mission, an aspiration to balance work and family, and job security.

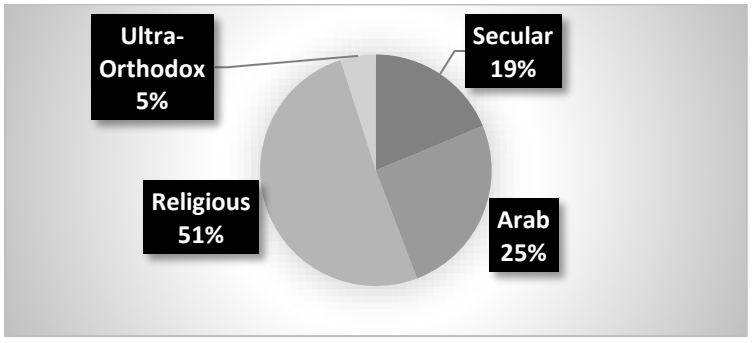
In addition, and as the foundation deepened its work, we found that the differences between different communities and groups in Israeli society require us to focus our efforts to adapt the solutions to diverse contexts. In light of these needs and opportunities, we are moving forward in four complementary steps. Their overall objective is to help the education system stem the downward trend and significantly increase the number of students who choose to study in five-unit tracks:

A. **Distance learning in schools that lack a teacher.** In Israel of 2012, there were a significant number of students interested in and capable of studying five-unit mathematics and science, yet they did not do so because their schools did not offer these classes. This situation resulted from the fact that many schools are unable to recruit teachers, or due to the small number of students, they cannot justify opening a class.

   The solution to this problem is to train a new generation of excellent teachers. However, the process of professional training and development of teachers is long-term. In addition, the work conditions of small schools in distant locations mean that they have difficulty opening these classes, and this situation is expected to continue. Thus, in order to expand access to opportunity for students in these schools, distance learning must be made available to students who are ready to accept the challenge.

   For students studying at schools that do not offer five units of these subjects, the Center for Educational Technology, the Ministry of Education and the Trump Foundation founded the "Virtual High School" with a joint investment of over 50 million NIS.

   In the 2015-16 school year, some 900 students from 128 schools throughout Israel studied at the Virtual High School. Each student is paired with a college student who tutors them, assists them with exercises and comprehension, and encourages them to make the intensive effort needed in order to succeed. This provides students in small and peripheral schools with the opportunity to study and succeed in the five-unit matriculation track in mathematics and science.



B. **School-based Teacher Training Programs.** According to a survey performed for the Trump Foundation in 2012 by Dr. Mina Zemach of the Dachaf Institute, 8.6% (one out of twelve) individuals with relevant academic credentials answered "definitely yes" when asked if they would seriously consider changing careers to teaching mathematics and science in high school.

Considering this, the foundation, the Ministry of Education, and the academic training institutions decided to work together to offer special, exclusive career retraining programs to high performers and most appropriate candidates of those expressing interest.

In these programs, efforts were made to apply the lessons of the "career retraining for academics" that was offered to high-tech employees following the global economic crisis of 2008. Accordingly, acceptance to the new programs is based on demanding requirements, and follows a competitive selection process. The emphasis of the training programs moves from the campus to the school, based on the clinical model in which the students try their hand at teaching, with the close guidance of expert teachers. Graduates receive special assistance for placement in schools and professional support by experienced teachers.

Up to 2015, the foundation has invested some 21 million NIS in twelve such programs, training 775 mathematics and science teachers:

- Ten "residency" programs located throughout Israel, through Tel Aviv and Haifa Universities and the academic colleges of Levinsky, Oranim, Beit Berl, Kibbutzim, Achva, Herzog, and Al-Qasemi.
- "Hotam" program, a special track for 150 mathematics and science teachers, focusing on advanced teaching skills, with extended pedagogic and disciplinary guidance.
- "Teacher-Researcher" program, in which scientists from Hebrew University teach in high schools in Jerusalem while continuing scientific research.

C. **Placement of New Teachers and Coaching their Induction into the School.** Recruitment and training of excellent individuals for teaching are vital steps, but are not enough to ensure that supply and demand will meet successfully. In order to ensure placement and absorption of new teachers, special efforts are needed. The new teachers should be treated as individuals with special talent who have answered the national call. Accordingly, human resources processes must be managed carefully and with sensitivity.

During the training period, a shared language must be constructed between the student teachers and the school culture. We strive to ensure quality placement processes for the new teachers, work with the government to adapt their salaries to recognize their professional experience and provide adequate teaching certificates. In order to support their induction, pedagogic support is offered to them from experienced teachers.

D. **Providing Access to Underrepresented Communities.** The potential for excellence is found throughout Israel – it is not limited to a certain region, community or gender. Therefore, our efforts are "color-blind", as we strive to make quality teaching accessible to every type of student. However, as the foundation deepens its activities, we have found that the differences between communities and groups in Israeli society reveal that a uniform solution is not in all cases appropriate for all.

We have found that different communities and groups have different methods of coping with the challenge of excellence. For example, fewer female students choose to study physics and computer science; in the national religious sector, fewer students study chemistry; in Arab schools, clinical teaching has unique barriers; and in ultra-Orthodox schools, mathematics and science studies are particularly sensitive. For this reason, an in-depth study of each community led us to prepare special programs, so far on a small scale. In cases in which we will identify significant potential for excellence among these groups, we will attempt to increase our efforts with them.

We anticipate that these steps will lead to the training of 1,200 new teachers, half of whom will become teachers of five units in all communities and regions; 200 new five-unit classes for physics and mathematics will be opened throughout Israel; and they will be joined by 950 students annually who will study through distance learning. As a result, we estimate an increase of 75% in students choosing to study five units in mathematics and physics by 2021.

2. **Nurturing Clinical Teaching Expertise**

Helping teachers support their students' learning by developing a student-centered practice

Students who choose to learn in a five-unit track in high school face a tall hurdle. Many are talented students who are accustomed to excelling in all fields of study, almost without effort. Suddenly, sometimes for the first time in their lives, they are required to invest, persist, practice and contend with difficulty. Since knowledge and skills are acquired together in these fields, a gap that develops at the beginning is liable to widen and deepen, leading many students, including a high proportion of female students, to drop out of the excellence track.

In this situation, the teaching method plays a particularly important role. Nonetheless, teachers note that in practice they are forced to implement a selective teaching approach that is suitable mostly for students who succeed on their own. Teachers say that the message they used to receive from the school administration, which was traditionally interested in ensuring eligibility for matriculation, is that they should not "take a chance" with students who are experiencing difficulty. In addition, there is the pressure of the curriculum and the examination. All of these factors push teachers to advance quickly with the learning material and accept as a given that many students will drop out along the way.

However, teachers who did not give in to the circumstances and are eager to assist all of their students to successfully complete the five-unit track, note that this task entails practical difficulty. They say they need to find a balance between the desire to push the class toward in-depth study and thinking, without compromising the level and pace, and the need to provide an individual response for each struggling student in real time. These teachers say they lack the pedagogic tools to support teaching that is adapted to the pace, style, abilities and difficulties of each student in the classroom.

In light of this, the Trump Foundation is helping to promote a teaching expertise that focuses on the student's thinking and learning. Our aspiration is to enable teachers to set personalized goals and milestones with each student, and to adapt their teaching while tracking progress and providing feedback. The foundation works to help teachers observe their students' learning, examine their own teaching performance, learn from practice,

acquire professional knowledge and jointly advance their professional development.

Pursuant to these objectives, we strive to assist teachers in using diagnostic practice and employing work routines that are similar to those exercised in clinical professions. This change in practice centers on classroom pedagogy that is adapted to each student's learning style, and is best achieved with the support of a professional teacher learning community.

A. **Professional communities.** Teachers are lone actors – the door to their classroom is closed, and they learn largely from their own experience. They seldom attend professional development courses, because they do not value the contribution of outside experts who merely "run through the material." Professional development that is offered to them typically reflects the approach that the important knowledge on teaching is not in the hands of those who work in the field. By contrast, in clinical professions, professional knowledge is built together, on the job and by the practitioners themselves.

   To change this habit, the foundation aims to catalyze and assist the building of professional communities of teachers, led by master teachers. We believe that an effective professional community is one that systematically focuses on student learning, relies on documenting and analyzing the learning in classrooms and its interaction with teaching, formulates a shared and coherent instructional system, builds routines for monitoring students' learning, and provides mutual assistance for improving the practice of teaching.

   Until 2015, with an investment of some 17 million NIS, and with the support of the Weizmann Institute, Haifa University, Branco-Weiss Institute and Kadima-Mada, and with the cooperation and support of the Ministry of Education, we have established:

   - Regional communities for some 1,000 teachers throughout Israel, divided by subject matter: communities for physics teachers, mathematics teachers, and chemistry teachers.

   - School-based communities for 300 mathematics and science department heads and teachers in middle schools and six-year senior schools.

B. **Diagnostics and personalization.** Traditional teaching is focused on the educational material. The conventional visual image depicts the teacher facing the blackboard and "delivering" the lesson, exercise or chapter in the book, while the students are expected to understand on their own and pass the test successfully at the end of the semester. This is a caricature of an "industrial" approach, in which the students who have difficulty drop out through natural selection, with only the survivors remaining in the classroom.

   In order to assist teachers who are interested in taking responsibility for reducing the dropout rate, they require a different pedagogical approach – one that is clinical, meaning focused on the students' learning. This approach relies on diagnostic instruments that teachers use to evaluate the abilities, difficulties, thinking and progress of each student in real time. Based on this evaluation, teachers may want to develop individualized goals and personalized learning program for each student, adapt their teaching and provide constructive, reinforcing feedback.

In order to develop optimal tools for mathematics and science teachers in middle and high schools, the foundation is cooperating with academic research and development centers. With an initial investment of some 10 million NIS, we established development teams at Weizmann Institute, Tel Aviv University and Haifa University. These teams are cooperating with expert teachers who are testing the tools in their classrooms. Each team specializes in a field of knowledge, an age level and specific work method.

C. **Interaction between Teaching and Learning.** Traditional teaching and learning take place in isolation inside the four walls of the classroom. Naturally, the teacher can focus only on some of what happens during the lesson, and reconstruct from memory only certain events. The pace of the lesson, the number and diversity of students and the professional need to make many instantaneous decisions, create a situation in which it is very difficult to focus on multiple learning processes simultaneously.

Therefore, teachers need methods for zooming in, capturing, and examining the nuts and bolts of their practice. For example, videotaping of classroom teaching and learning enables teachers to observe their own practice from a perspective of analysis and study. In this way, teachers can cultivate their professional development by themselves, while focusing their attention on the interaction between their teaching and student learning.

For the past four years, the Trump Foundation has been advancing teachers' learning through observation of video-taped classes. The foundation's flagship program is "Adasha" (Video-LM) at the Weizmann Institute. With assistance of grants of 6 million NIS, the leaders of the program established a database of teaching videos for five-unit mathematics. A development team composed of expert teachers and researchers analyzed the videos, and built a website as well as a program for training instructional coaches who use the material in professional development courses across the country.

In order to encourage wider usage of video-taped classes for teacher learning, the foundation approached the Israel Academy of Sciences and Humanities and convened a study group of researchers, practitioners and policy-makers, to jointly learn of developments in this area in Israel and around the world. Following the report that they wrote, the Ministry formulated a program encouraging the integration of video in professional development processes for experienced teachers.

At present, we can see first buds of broader use growing gradually. "Pisga" professional development centers and a number of foundation programs have cautiously begun to try out the use of video, both in teacher training and in professional development programs, as well as through regional video clubs and teacher communities.

D. **Master teachers.** In clinical professions, practitioners rely on senior-level professionals who lead teams and mentor new and veteran practitioners. The teaching profession however, currently stands at the junction between a blue-collar trade and a knowledge-based clinical profession. We are in a transition point between a reality in which each teacher operates separately, and a situation in which expertise in teaching develops collaboratively from within, based on knowhow and practice.

Master teachers are key to the success of this process. Their teacher colleagues consult with them on professional questions and they lead their communities of practice and

learning. Therefore when they are given a significant position, the conditions for clinical teaching to flourish increase.

In order to assist this transformation, the foundation founded the "Trump Master Teacher Award," as an annual prize which is granted by the Prime Minister of Israel recognizing the important role of master teachers of mathematics and science. A 100,000 NIS prize is given to great teachers, chosen by a professional committee, based on standards of excellence in clinical teaching.

However, since the role and function of master teachers are still informal, the foundation, in cooperation with the Minister of Education and Yad Hanadiv, approached the National Academy of Sciences, in order to study the issue and make recommendations. A team chaired by Miriam Ben Peretz and Lee Shulman presented a set of recommendations, which are incrementally implemented.

Each of these steps is highly ambitious. Initially, our focus was to work with each of our partner organizations independently and in clusters so that their efforts are aligned with the idea of clinical teaching. We sought to jointly learn from their accumulated experience about how to generate a more detailed and practical definition and standards. In the coming stage, we plan to encourage them to collaborate with each other so that the various components of clinical teaching are effectively integrated. The idea of establishing an *Institute for Quality Teaching*, which would encompass all of the components of clinical teaching and serve as a professional home for master teachers, might be an appropriate professional infrastructure for this.

We anticipate that these efforts will enable half of the mathematics and science teachers in middle and high schools to take an active, regular part in professional communities led by master teachers. Together, they will develop skills for clinical teaching, while using the findings of diagnostic tools and video films. As a result, we anticipate a 20% reduction in the dropout rate from mathematics and physics classes, while maintaining the high level of learning.

3. **Inspiring Systemic Improvement**

Creating partnerships and support networks for excellence in teaching and learning at scale

The study of five units in schools does not occur in a vacuum, and there is constant competition for students' attention as they study many fields of knowledge and engage in social activities – all at the same time. The school's management, teachers, guidance counselors and the parents – all influence students' ability to choose, persist and succeed, and also affect the teachers' ability to provide quality teaching. This is a situation in which the school system plays an important role, in which its objectives, values, culture, professionalism and leadership manifest themselves.

From experience in Israel and elsewhere, we have learned that high quality teaching can flourish and the potential of each student can be realized only when the entire school staff works in coordination, focused on a clear instructional system that aims for shared goals. Such effective schools hold an ambitious vision of the future for their students; they inculcate

the aspiration for excellence in the staff and in the educational climate; they implement regular routines of diagnostics, monitoring and feedback; they involve the parents regularly and openly; and they operate a professional community that assumes responsibility for improving the service offered to each student.

Factors external to the school are also very influential. Schools in Israel belong to a local authority or a school network, and are supervised and instructed by district and staff units of the Ministry of Education. These entities play a role in pedagogical, budgetary and organizational decisions, and in assessing the school's performance. Therefore, we assume that for implementation of quality teaching at scale to take root, the foundation must act in close partnership with these entities to assist them in weaving an effective support network for teaching and learning.

There is also a wider circle of players, including the national government that defines policy, allocates resources, supervises and measures; and the "clients" of the education system in the army, academia and the labor market, which express their needs and set their entry requirements. Systemic change is more likely to be sustainable when there is close alignment between these entities in pursuit of a shared vision, objectives and measures.

Thus, the Trump Foundation set itself the goal of working in collaboration with the education system at all levels, in order to generate an energized momentum and alignment around a shared goal of expanding the circle of excellence.

Therefore, we are working in four arenas of activity:

A. **Clinical teaching in school.** In schools that are successfully developing quality teaching and expanding the circle of five-unit mathematics and science students, the value of excellence permeates the organizational culture. The value of excellence is expressed in the manner of conduct of everyone at school, the high objectives and standards it sets, and the formal and informal interactions and messages. These schools define a shared instructional system, focusing on it in the collaboration of staff members and parents around the learning of each student.

   For this challenging purpose, schools require management routines and pedagogic tools that operate in tandem, including the formation of school-based communities of practice, individualized learning plans for students, formative assessment tools, and more.

B. **Partnerships in the field.** In Israel, local authorities, school networks and Ministry of Education districts are the entities responsible for the high schools. These proprietary and supervisory relationships play a reciprocal role with schools in the definition of objectives, allocation of resources, measuring progress and giving feedback. Particularly in the fields of mathematics and science, in which there is a lack of teachers, science infrastructure and equipment, a collaborative approach of shared vision has the opportunity to pool resources and create a multiplying effect.

   For this purpose, the foundation is partnering with local authorities, networks and districts that have defined ambitious, specific goals for the advancement of excellence in mathematics and science, and are prioritizing and dedicating resources to this issue. These partnerships focus on the growth of clinical teaching, by appointing a senior teachers to lead professional communities of teachers, building individualized learning plans for each student, and executing rigorous feedback loops.

   As of the beginning of 2016, with an investment of 21 million NIS, collaborative ventures have been formed with nine cities (Ashdod, Haifa, Ra'anana, Bat Yam, Sachnin, Herzliya and Rishon Lezion, Petach Tikva and Be'er Sheva), five networks (ORT, Amal, AMIT,

Darcha and Branco-Weiss), and four districts (North, Central, Jerusalem, and the Ultra-Orthodox District).

C. **A National program.** The Trump Foundation concentrates its expertise and resources in teachers and their instruction. This decision relies on evidence from research in Israel and globally, on the importance of teaching quality for students' success. However, the success of teachers also depends on other elements, such as student motivation, system incentives, the professional support and infrastructure. Therefore we recognize that moving the 'excellence needle' is a complex target located far beyond the capability of an individual organization or a specific program.

In order to spark a joint effort we joined hands with the Ministry of Education, the Rashi Foundation and Intel, and asked 'Sheatufim' to serve as a backbone organization for a collective impact endeavor to expand the circle of excellence in science education in Israel ("Five Times Two"). Dozens of educational organizations, local authorities, school networks, hi-tech companies, school principals and teachers have joined. Together they analyzed the causes of the decline and defined shared vision and goals, which set the basis for a national program which is now being implemented.

D. **Out-of-the-Box Approaches.** Our efforts rely on best practice and its deep and wide-scale implementation. We believe however that we should stay attuned to experimental and innovative initiatives which are budding in the fringes of the system. These initiatives sometimes challenge the accepted norms and offer other models for teacher communities, diagnostic methods, teacher training and school intervention. If we close the doors to them, there is the risk that even when some of these approaches achieve success they remain in the shadow of the system-wide effort.

Therefore, we invest in controlled small scale experimentation of various approaches and assist them in checking their feasibility and educational contribution.

We anticipate that these activities will lead to the absorption of individualized learning plans and matriculation excellence measures in 300 schools; the implementation of joint ventures, which advance quality teaching and bolster excellence in all districts and networks and in thirty-five local authorities; and an ongoing and firm execution and establishment of the national program. As a result, we estimate that within a decade, the number of graduates of five units in mathematics and physics in Israel will be doubled.

AMPLIFYING ACTIVITIES

The foundation programs that were presented in the previous section, represent a vital stand-alone elements. But as independent efforts, it would be hard for them to succeed on a long term and systemic level. In order to enable them to connect harmoniously, the foundation has created a range of supportive "amplifying activities" which include three main areas:

4. Catalyzing a Social Movement

Sparking public momentum for investing in excellence in teaching and learning of mathematics and the sciences

Experience of high-performing education systems in the world indicates that talented people choose to teach when they feel support and trust from the public and its leaders. They continue to teach when they are convinced that their work is fruitful and when they feel that they are perceived as top-rate professionals, serving as pioneers and public emissaries of an important social mission. This insight from the world has great relevance for education in Israel in general, and for the process of developing a new generation of mathematics and science teachers in particular.

The decision by students to choose five units (and the extent of parental encouragement and support for this decision) depends on social and cultural perceptions. The motivation to invest, work hard and persist in a difficult track of studies increases when the individual incentive and national importance are clear. The inclination to excel is reinforced when students sense they are part of an "elite group" and are gaining knowledge, skills and expertise that will open doors for them in the future.

The education system is also affected by social perception. Politicians and officials are attentive to the public mood; and when the media spotlights a certain area of need, they see this as a call from the public to take measures to resolve the problem. The closer the public eye follows an issue, the more dialogue there will be between the public and its representatives, helping to ensure that decisions are implemented and applied persistently, and that the focus on improvement will not waver.

The Trump Foundation has adopted a media strategy aimed at generating awareness and identification, and driving public momentum for investing in the teaching and learning of five units in mathematics and science. Initially, we emphasized the downturn in five-unit learning and the urgent need to take action. In a second stage, we called on talented people to become teachers, and to introduce quality teaching to the public. Recently, and in order to support a growing pipeline of five unit students we addressed parents and students and encouraged them to choose and persist in five-unit tracks.

The foundation operates three distinctly branded media efforts, while coordinating and creating synergy between them:

A. **BROADCASTING INFORMATION.** Although teachers work daily at the forefront of education, public discourse on educational issues is often held above their heads. As a result, the public is often unaware of the professionality of educational practice, and the image it ascribes to teaching relies on limited evidence.

   For this reason, we identified a need to offer an inside view. We expose the public to stories from within classrooms and schools, place excellence in teaching and learning on the agenda of public dialogue, and amplify the voice of teachers in the public discourse.

B. **DIALOGUE AND INTERACTION.** The rise of social networks has created an opportunity to promote a rich educational dialogue in which the users of knowledge are also partners in generating it and distributing it en masse. Subscribers define their fields of interest, prioritize the topic to be discussed, and interact with one another. When they share values and goals, this continuous dialogue may turn into a stronger bond, sometimes transforming into a social movement.

   For this purpose, the foundation has established the "Higiya Zman Hinuch" ("Time for Education") community, which today numbers over 40,000 active Facebook members.

This community led to the creation of a digital magazine, which rapidly became the largest and most popular educational magazine in Israel, with over 200 member authors. They routinely publish articles that highlight clinical teaching practice and perspectives on excellence in mathematics and science education.

C. **CALL FOR ACTION.** In order to mobilize members of the virtual community for activity outside the internet, the foundation offers a series of activities. For examples - the Musrara School of Visual Arts set up an exhibit at the Jaffa flea market focusing on teachers and teaching; "Teachers on the Bar," is a series of events in trendy bars where mathematics and science teachers give lessons to the public; the first TEDx conference in Israel on mathematics and science teaching was held at the Weizmann Institute of Science in May 2014; and a new holiday was created in Israel, following an international initiative, celebrating an annual "Teacher's Day" in cities, schools, and youth movements throughout Israel and in the Knesset.

We anticipate that these activities will lead to publication of some one hundred related items via a variety of traditional media channels each year. The 'Time for Education' ("Higiya Zman Hinuch") community will reach 50,000 members, and each year five special events will be held that create an encounter with teachers and their teaching and with mathematics and science learning. These efforts will gradually generate a public sentiment that will be expressed understanding, support and backing to advance excellence in the teaching and learning of mathematics and science.

5. Connecting Partners

Weaving professional networks of joint learning, shared resources and collaboration

The foundation's grant portfolio is built of programs that operate independently, however they all share common objectives – to nurture quality teaching and expand the circle of excellence in mathematics and science. This common denominator creates a special need for collaboration between them in order to coordinate the division of labor, develop shared standards, pool resources and collaborate. We believe that such collaboration will boost the effectiveness of each program, while strengthening their collective impact.

In a survey of partners and grant recipients the foundation conducted in 2014 through the Center for Effective Philanthropy, 3/4 of the respondents emphasized that they expect the foundation to function not only as an organization that approves monetary grants, but also as a professional entity that works to facilitate collaboration among its partners. They noted that they would greatly benefit from a variety of professional encounters, ranging from small group workshops focused on a specific issue to broader meetings for sharing knowledge.

The foundation sees its role as one of catalyst and convener, and holds high expectations for the professional community it works with on several levels. We see the professional community as not only a means for maximizing the effectiveness of programs and projects, but also as a platform to build capacity and disseminate knowledge within the organizations and systems. When the foundation concludes its grants and activity, the professional network

will have an important role to ensure the continuation and sustainability of the agenda and activity the foundation helped them develop.

Therefore, the foundation role of a convener concentrates on organizing three types of professional networks:

A. **CLUSTERS.** Each step that is articulated in this paper represents a set of programs which function to promote similar goals, such as the diagnostic assessment programs, the partnerships with municipalities, etc. In order to facilitate joint learning, define shared standards and pool resources between similar programs, we begun to convene them on a routine basis.

   For example, teacher residency training programs that operate throughout Israel regularly convene for joint learning. Their leaders went on a study trip together to the US, where they visited corresponding programs and upon their return held a joint international conference. Together they defined shared standards for their programs, which serve as a basis for a dedicated website called "Hora'ah Plus" a shared portal to jointly attract potential applicants.

B. **EXCHANGE FAIRS.** A wider perspective reveals the foundation programs operate across a 'production chain' from development to operation. There are grantee organization which develop methodology, others that provide services, and those that are in charge of execution. To ensure that the supply and demand meet more effectively, we decided to create opportunities for this 'marketplace' to interact.

   In these 'fairs', the developers present prototypes and findings of pioneering experiments. Service providers demonstrate case studies from the field, and proprietors define needs, opportunities, and limitations. In a shared dialogue, all sides search for shared ground, adapt, fine-tune, and construct joint activity.

C. **AFFINITY GROUPS.** In different foundation programs there are key personnel who share a professional common denominator. While each one serves in a different organizational environment, there is great potential for an ongoing professional dialogue between them. Such a shared dialogue will enable them to better conceptualize their work, define mutual professional standards, and weave inter-institutional partnerships.

   We therefore decided to convene key individuals, including heads of organizations, leaders of teacher communities and teacher mentors, in order to learn from each other and to promote professional dialogue across organizational lines.

We anticipate that this convening will include the formation of ten clusters conducting regular encounters every year; six annual meetings for connecting between supply and demand; and six annual meetings for affinity groups. As a result, we expect a rise in the feeling of ownership and shared responsibility among members of the professional community that will be expressed in future collaborative activity.

6. Creating a Shared Language

Generating professional discourse based on a clear and agreed upon knowledge-base and terminology

The Trump Foundation's strategy assumes that clinical teaching can significantly contribute to the learning of high school students at the advanced levels of mathematics and the sciences. For this idea to materialize there needs to be a clear understanding and agreement about what clinical teaching actually means. The foundation's team, its partners and the professional community must share an in-depth perception about the necessary ingredients that comprise it and pursue them together.

In other words, if the foundation is to succeed in its mission, there must be effective coordination between those participating in this work, based on a mutual understanding of the activity and its components. It is therefore essential to ensure that professionals use accurate language, which relies on a foundation of knowledge drawn from both practice and research. The public at large also needs a clearer understanding of what turns teachers into top rate professionals, in order to boost its support for teachers and confidence in their teaching.

The role of capturing and disseminating knowledge and knowhow is a role that philanthropic foundations in the world have begun to take on in recent years. They concluded that they also need to document and evaluate their activity, in order to allow for learning of what "works" and what is less successful, in order to enable others to learn and enjoy the fruits of what foundations and their partners have learned and experienced.

Since the Trump Foundation wishes to showcase best philanthropic practice, we operate to advance the knowledge in our area of activity in three dimensions:

A. **CLINICAL TEACHING.** In order to base our work on evidence we keep are keeping track of studies from Israel and abroad. From time to time we choose to translate important pieces into Hebrew, make them available to broad audiences and generate discourse around them. So far we have established an online library on the foundation website comprised of select items; translated several books and articles together with the Branco-Weiss Institute and Yediot Publishing; and created infographic designs to highly relevant research findings.

B. **DOCUMENTATION.** The foundation operates a grant-making arm, collaborates with government, convenes its partners, engages the media and creates knowledge. These diverse activities must be documented and reviewed from various perspectives. For this purpose we asked experts to prepare a series of case studies and turned to the Center for Effective Philanthropy in 2014 and then again in 2016. CEP surveys provide feedback among foundation grant recipients and partners world-wide, examining areas relevant to the foundation's work that predict the rate of success in implementing its goals.

Below are the main findings:

- Almost 90% of the foundation partners believe that its objectives can be achieved.
- Most of the participants indicated that the foundation's strategy and focus represent significant points of strength.
- Many noted that in addition to the grant, they received non-financial assistance from the foundation.
- Some 75% are interested in additional meetings with grant recipients and partners.
- The Trump Foundation received the highest rates in the past decade among other foundations for its relationship with grant recipients.
- The foundation's impact on public policy was average in 2014, climbing very significantly to the top of the chart by 2016. However, its impact on grantee organizations remains very low.

C. **Evaluation.** Hundreds of initiatives and dozens of organizations comprise the changing course of mathematics and science learning in Israel. Their accumulative effort creates conditions that enable more students to choose, persevere, and succeed in five unit studies.

External experts are using shared cluster evaluation to assess the foundation activity in these areas, measuring three outcomes: the increase in students graduating five-unit tracks; the trickle-down rate of programs, tools, concepts and methods into the system and its institutions; and the creation of long-term infrastructure to ensure sustainability, after the foundation's grant-making term.

We anticipate that these activities will lead to the establishment of a knowledge base of 100 items of research and reports on clinical teaching, comprehensive biennial reports of the foundation's performance, ten case studies that will shed light on various aspects of our activity, and ten cluster evaluation reports of the foundation's main strategies. This will help establish a shared language for the professional community and the public.

CLINICAL TEACHING IN PRACTICE – INTERIM REPORT

Haim Lapid and Leah Pass

BACKGROUND

Quality teaching forms the heart of the Trump Foundation's strategy. It is the foundation's main program lever to enable more students to complete their studies successfully at the level of five units in mathematics and science.

In its strategic plan (2011), the foundation offered a general definition of quality teaching: "Teaching that places the individual learning of each student in the class at the center, and that strives to ensure that he or she reaches the optimum achievements." Later in the document, this definition was presented in slightly more detail:

> Outstanding teachers set high targets for every student, diagnose needs and abilities, monitor progress, and prepare adapted teaching plans. They provide the students with feedback and support their learning on a real-time basis… In high performing education systems, teacher training nurtures a clinical approach to teaching that places the student's learning at the center. The teachers observe the practice of experienced teachers and colleagues, undertake and discuss simulations, and share their professional knowhow with each other. Their training is based on the rule that practical experience is preferable to theoretical knowledge.

As its experience grew, the foundation later updated and detailed its definition of quality teaching (2014):

> Numerous studies have shown that the quality of teaching is the most influential factor in explaining variance in the class in terms of the students' achievements… Prominent education systems have transformed the teaching profession from a "production line" approach to clinical specialization. The clinical professions are characterized by a high level of commitment to every "patient," including the presentation of ambitious targets, an individual "treatment" plan, diagnostics, adaptation, monitoring, and feedback. The clinical professions are characterized by active participation in a professional community, including consultation in treatment (consulium), group study during the course of treatment (clinical rounds), in-service specialization (residency), and mentoring and coaching.
>
> **Quality teaching** in the fields of mathematics and science education means a high standard of teaching based on personal excellence and implemented in a thorough and systematic manner, including careful planning and implementation, and a developed level of self-awareness. It takes place within a professional community, through ongoing consultation, and focuses on the progress of each individual student. This type of teaching diagnoses the student's abilities and difficulties, presents them with ambitious targets, adapts itself to the student's thinking and pace of learning, monitors progress, and provides constructive and reinforcing feedback.

Quality teaching focuses on the learning of each student. Outstanding teachers:

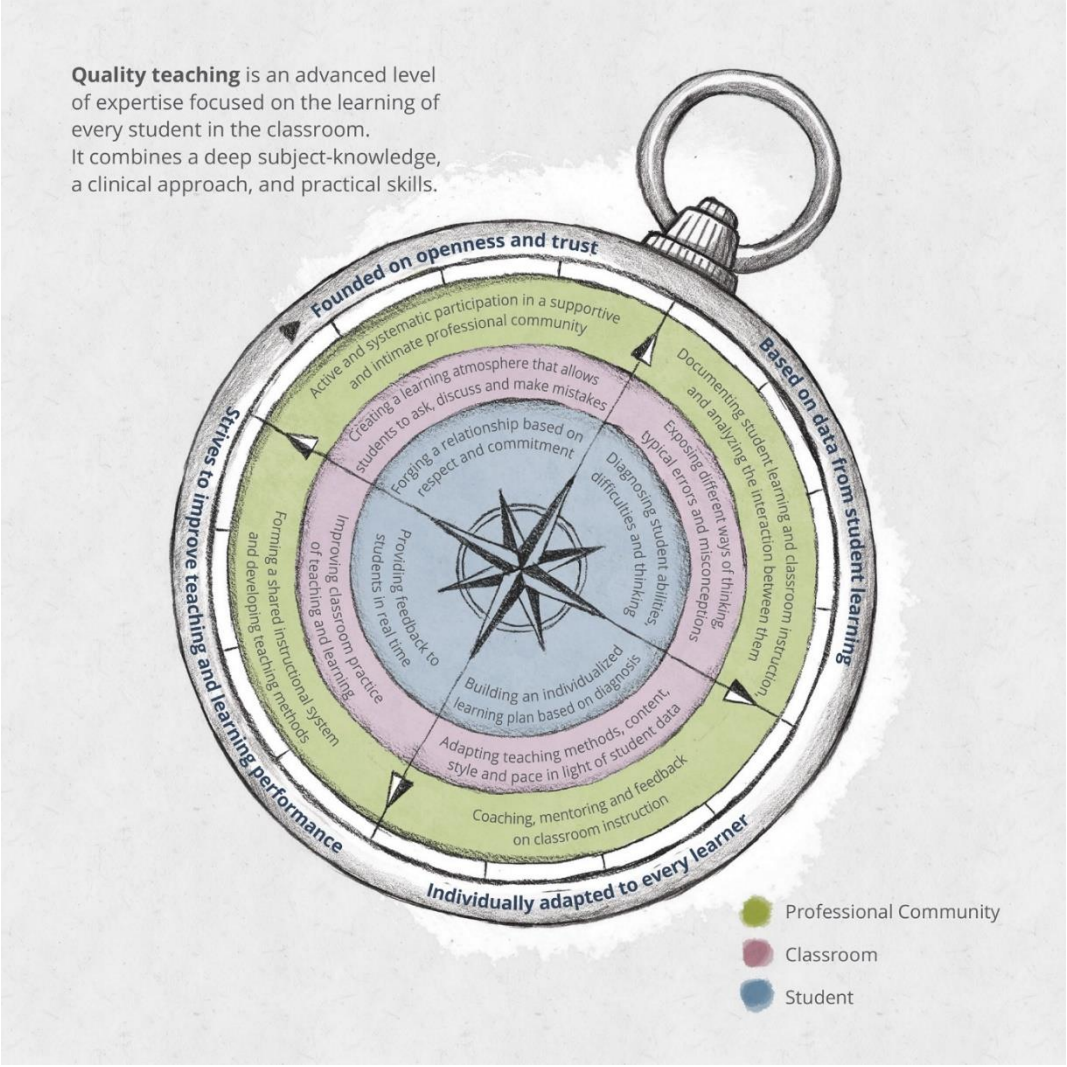
A. Believe and are convinced that all their students can excel; show deep commitment to making the most of the opportunities they face; present them with high and attainable learning targets; arouse their curiosity; and help them to become independent learners.
B. Create an inclusive atmosphere in their class that builds trust, enables students to ask questions and make mistakes, encourages them to express knowledge and positions in writing and orally, and encourages them to take cognitive risks. They respect their students, nurture communication skills and creativity, and encourage cooperation.
C. Have a practical understanding as to how students think and learn the subject. They know how knowledge develops in their students and are able to identify typical mistakes, learning styles, and developmental processes.
D. Are proficient in the use of diverse measurement and evaluation techniques and are able to adapt these to the context in which learning takes place. They maintain comprehensive documentation of the learning performances of every student and use this on a real-time basis in order to map, diagnose, adapt teaching, and provide constructive and reinforcing feedback.
E. Use a broad arsenal of teaching approaches and methods and are capable of exercising informed discretion in choosing strategies and techniques according to the context, the subject of the study, the class, and the diagnostic findings of each student.
F. Provide their students with grounded, constructive and reinforcing feedback according to their learning performances. They choose the type of feedback and the appropriate time to present it, and draw on it in order to help the students to internalize the learning targets and to be aware of the extent of the progress they have made.
G. Play an active role in a professional community whose regular activities are led by master teachers, including a systemic focus on students' learning and on analyzing learning and teaching from the classrooms.
H. Build professionalism in teaching together, including formulating a shared instructional system, shaping routines for monitoring learning, establishing a support system for students, and engaging in peer learning, including documentation, analysis, feedback, and mentoring.

The foundation's International Advisory Council met with the foundation's partners in 2014 and offered the following comments to the foundation on this subject:

> The foundation's partners, including teachers, grant recipients, researchers, and decision makers, do not understand exactly what the foundation means. They attach great importance to quality teaching as they perceive it. They remain unconvinced that it is possible to implement teaching that is focused and adapted to the thinking and learning of each individual student. The "clinical" terminology is alien to them… In light of this, the foundation should deepen the implementation of quality teaching with clinical characteristics. This should include detailing, clarifying, and illustrating – together with its partners – the conceptual perception, the necessary integration of the various components, and ways to ensure sustainability. The foundation must document the practical knowledge and disseminate it through a process of dialogue with the professional community, and it must be careful to ensure that the projects it supports are actually geared to a focus on the learning and thinking of each student.

The foundation staff subsequently formulated a more concrete and visual definition entitled "the Quality Teaching Compass" (2016). The Compass was presented as the product of the knowledge accumulated by the foundation in the course of its hands-on work with dozens of projects and hundreds of teachers, and of an analysis of research and experience in Israel and around the world. In theory, the Compass constitutes best practice documentation including various aspects of professional activity in the field. Its presentation as a "Compass" was intended to position this deliverable as a vision, a target for the future, and an ultimate and collective expression of the profession. The Compass opens with the following definition:

> Quality teaching is an advanced level of expertise that focuses on the learning of every student in the class. It combines profound knowledge in the subject area, a clinical approach, and practical skills. It takes place in all three arenas of encounter of the teacher: with the student, the class, and the professional community. Its characteristic is that it is based on openness, sharing, and trust; founded on the ongoing diagnosis of students' learning; adapted individually to the abilities, difficulties, and learning style of each learner; and seeks to achieve a constant improvement in teaching and learning performances.



In order to examine the extent to which the components of quality teaching are implemented in its programs, the foundation contacted a group of 15 experienced teachers (the "Trump Fellows.") The Fellows were asked to observe the actions of several of the foundation's programs; to interview the participants; and to observe their teaching in classrooms. The Fellows used the Compass as the glasses through which they observed and analyzed the findings. The foundation also convened a meeting of some 50 mathematics and science teachers who are participating in its programs in order to present the Compass and receive their feedback.

The preliminary raw materials yielded by these actions served as the basis for drafting this report.

KEY INSIGHTS OF TEACHERS:

1. "Nurturing" teaching founded on the aspiration to enable as many students to make progress in mathematics and physics reflects the teachers' worldview of today. They note that in recent years the entire system has adopted a more nurturing approach and marginalized the traditional "selective" approach. They emphasize however, that the burden of nurturing falls mainly on teachers, without any substantial help from the system.
2. Most of the teachers expressed a high level of commitment to excellence, to a high level of achievements, and to a profound level of understanding on the part of the students. Some of the teachers expressed concern that the over-enthusiastic adoption of nurturing teaching is liable to come at the expense of achievements, pace and depth, and to create a situation where students who are fundamentally unsuited to these levels of learning are pushed toward inevitable failure.
3. The teachers deeply identified with the need to create an atmosphere of trust and to accept students' mistakes as a learning opportunity. It is evident that principled change has occurred in their relationships with their students in the class in light of this position. Surprisingly, the teachers do not seem to express any difficulty in making this shift or to feel that any restrictions hamper their ability to do so.
4. The teachers testify that they are familiar with common difficulties in understanding and typical errors among the students. The professional development processes they have undergone over recent years have led them to adopt a form of teaching that takes into account their students' thought processes and learning style. However, many teachers do not agree that the individual student should form the center of diagnostic actions or the implementation of their conclusions. Most of the teachers consider this expectation unrealistic – both in a general sense and in the context of the conditions in which they work. This gap between what is expected in this respect and what actually happens on the ground also seems to be due to a lack of clarity regarding the concrete meaning of adapting teaching to the student.
5. Most of the teachers report a significant broadening of the repertoire of teaching methods they control and use, mainly due to the professional development programs in which they are involved. This relates to teaching methods that are organically integrated in the model of quality teaching, since they encourage and reflect its characteristic values, such as discovery, experimentation, openness, and so forth. Regarding the principle of adapting these tools to the students' needs, it is still apparent that while the expectation that they adapt their teaching to the class is perceived as natural, the demand to do so regarding the individual student is more problematic.

6. The teachers express partial support for non-disruptive data collection during the course of the lesson, including the immediate implementation of findings and insights that emerge from this process. Their support is manifested in the principled importance they attach to collecting data for the purpose of quality teaching, but without expressing support for the idea that the individual student should form the center of the diagnostic process and the implementation of its findings.
7. Most of the teachers show an extremely positive attitude toward active participation in a professional community. They report that this has rescued them from the feeling of professional isolation they experienced in the past. The professional community enables them to develop their awareness of their own functioning as teachers through comments and feedback from peers and instructors, and significantly expands the arsenal of teaching means at their disposal. It also provides an opportunity for them to "recharge their batteries" and refresh themselves, reconfirming and enhancing their commitment to excellence. The open, egalitarian atmosphere and the mutual respect and trust that characterize their experience in the community, together with the practicing of different learning means, turn this experience into a type of living laboratory, as shown by the teachers' reports. Teachers can bring problems and examples from their class and take away living illustrations of the concepts and tools they acquire. However, the teachers do not see the community as an arena that focuses on the learning of individual students and on responding to their abilities and difficulties.

In summary, it can be stated that the vast majority of the teachers who participate in the foundation's programs and who participated in the study support and validate most of the characteristics and components of quality teaching. Their descriptions can be seen as reflecting a change of professional language and culture – from an essentially individualistic, matter-of-fact and cold approach to one that has a more cooperative, collective, emotional, open, and creative character, and that focuses more on the teaching process than on learning achievements.

INTRODUCTION

Quality teaching in mathematics and science, as presented in the Trump Foundation's Strategic Roadmap, "is clinical expertise focusing primarily on providing an individual response to each student's learning." It provides teachers with tools and pedagogical skills adapted to the student's learning needs and characterized by openness, a high level of trust in the students' ability to improve, and a strong commitment to achieving this in practice. Quality teaching "diagnoses" the individual learner's abilities and difficulties and adapts itself to his/her unique pace of learning and thought process. It presents the student with ambitious targets and monitors the rate of progress, providing reinforcing feedback which encourages the ongoing process in an atmosphere of trust.

The theory of quality teaching formed the basis for the formulation of the Quality Teaching Compass. The Compass is a model that provides a graphic representation of the fields and methods of activity of quality teaching. These are grouped into four cornerstones on which this teaching method is based: it is founded on openness and trust; based on data relating to

the students' learning; adapted individually for each student; and strives to improve teaching and learning. Each of these principles is expected to be applied in the three types of encounters experienced by the teacher: with the student, with the class, and with the professional community in which the teacher participates.

The goal of this report is to examine the manner in which this model of quality teaching is reflected in the reports of teachers of mathematics and physics at the level of five units who participate in several of the foundation's programs. A further goal is to discuss various issues raised by the findings regarding this teaching model. In both cases, the report does not claim to examine the teachers' teaching directly, but rather to analyze their own reports and the discussions held between them and the foundation's representatives on this aspect.

The following are the main types of materials addressed by the report:

A. Reports of structured interviews with teachers of mathematics and physics at the level of five units, undertaken by leading teachers under the guidance of the Trump Foundation.
B. Reports of observations of teachers while teaching mathematics and physics at the level of five units.
C. Interviews with the heads of the programs in which the teachers participated, or their written summaries regarding quality teaching from the perspective of their PD program.
D. An analysis of the above raw material that was undertaken by Dr. Guy Ashkenazi, a chemistry teacher at the Israel Arts and Science Academy in Jerusalem who also teaches at the Israel Center for Excellence in Education and who received the Trump Master Teacher Award for 2015.
E. Discussions of various types in plenum and in working groups relating to quality teaching and nurturing teaching as distinct from selective teaching. The discussions took place at a conference held in May 2016 under the auspices and leadership of the Trump Foundation for teachers who participate in the foundation's different programs.

Despite the partial and subjective nature of these data, this report adopts the basic assumption that dozens of interviews with teachers and observations of their work, summaries from program directors, and hours of lively discussions at the conference **can teach us a lot about quality teaching as it is practiced in the field**. Proper processing of these materials will include an unbiased external review of the internal examination undertaken by those involved in the processes, who, after all, also ask themselves questions. This will enable an assessment of the extent of the perceived relevance of clinical teaching; the extent to which it has been absorbed in the field; discussion of its various components; and an examination of various difficulties and problems that emerge in the course of its implementation. This information can help the Trump Foundation as it continues to inculcate clinical teaching among teachers of mathematics and physics at the level of five units.

We chose to examine the testimonies and reports by reference the foundation's definitions and to the overall concepts of nurturing teaching as opposed to selective teaching.

1. THE NURTURING APPROACH AND THE SELECTIVE APPROACH IN LIGHT OF CLINICAL TEACHING

The foundation's strategic plan explains several times that the selective perception shared by many teachers and officials has been a destructive force which an obstacle, which pushed many capable students to drop down from the five unit track. This selective ecosystem which dominated the system for many years, led to a clash with nurturing aspirations of a handful of educators. The foundation also describes the prevalent "traditional" teaching style in schools in mathematics and physics (and in all probability in other subjects, too). This style focuses on conveying as much study material as possible, while leaving the burden of coping with this material to the student. This approach leaves the level of five units only to those students who are capable of 'surviving' by themselves. The foundation has set itself the goal of changing this reality. Accordingly, we can conclude that both simple logic and the discussion of this aspect in the strategic plan see the adoption of a nurturing orientation as an essential and fundamental condition for work in accord the clinical teaching vision.

This assertion does not solve all the theoretical and practical questions that follow. In the reports from practice, the clear focus on the perception and practice of clinical teaching leaves very little room for discussion of relevant theoretical concepts. Indeed, the terminology of nurturing versus selective, which, as noted, forms the foundation of clinical teaching, is hardly ever mentioned.

Nurturing Approach versus Selective Approach in Systemic Terms

Nurturing on the system level – the foundation's strategic plan notes that the actual effect of clinical teaching depends not only on what happens inside the classroom, but also on the system's structure as a whole, the way it operates to advance this approach, and the possibilities for its realization. The way to examine this is to ask to what extent it is accurate to speak of a nurturing approach, as opposed to a selective one, in terms of the system as a whole, and to what extent (assuming this is possible) the system has adopted this nurturing orientation and uses it to guide its actions.

The answers to these questions can only be offered in a limited manner, among other reasons due to the paucity of references to these aspects in the materials available to us. Nevertheless, we can establish with a high level of certainty that the answer to the first question is positive. In other words, a nurturing or a selective approach can be manifested in a practical and concrete manner on the system-wide level in an entire chain of decisions, procedures, policies, and declarations. From this perspective, mathematics and physics studies in schools and the teaching method of each individual teacher are merely one component in this broader structure – a cog that can turn with or against the direction of the machine as a whole.

This raises a further question regarding the present orientation of the system in terms of the teaching of mathematics and physics. We can take a risk and suggest, in a rather generalized way, that the system is far more nurturing today than it has been in the last few years. After all, the current aspiration and practical effort to enable as many students as possible to reach excellence in these subjects are shared by numerous bodies inside the Ministry of Education and elsewhere – including, of course, the Trump Foundation. This clearly reflects the

adoption of a nurturing approach, at the expense of the selective approach, which seeks to bring to the level of five units only those students who are perceived from the outset as having the special capability required to this end. In the selective approach, the teaching process itself is then used to screen and remove unsuitable students.

However, this does not in itself imply that the effort and commitment to nurturing is borne equally by teachers and by the other components of the system. The system in general has other concerns and objectives that may impair its commitment to this aspect. Moreover, the education system in general maintains an organizational culture that also includes a strong selective dimension that presumably filters through to this field. On the concrete level, referring to a system that operates with a nurturing orientation implies one that creates conditions that encourage and facilitate a nurturing approach at all levels – above all on the school level and on the level of the individual teacher, who is supposed to implement this approach through clinical teaching. This contrasts with the adoption of a much easier solution in the form of selection, creating an obstacle race in which only a few survive.

Another key derivative of this discussion is the extent to which the system adopts a nurturing approach, as distinct from a selective one, toward the teachers themselves, and the ancillary question as to what is the desirable approach in this respect. Should a selective approach be applied in admitting new teachers, whereby only the top 10 percent of potential candidates are accepted to teach five units in mathematics and physics? Such an approach seeks to shorten processes and focus directly on outstanding candidates. Alternatively, should a less selective approach be applied to teacher intake, accompanied by massive investments to nurture them as they work in the system? Does the available supply of teachers permit this approach? And what about current teachers: is there any real alternative to nurturing in their regard? A further question is where the programs we examined stand on this issue, since they both nurture and select teachers.

Clinical teaching in a nurturing system – in practical terms, the strengthening of the nurturing orientation in the education system in the context of five units in mathematics and physics, at the expense of the selective approach, means a substantial increase in the number of students participating in frameworks for study at the level of five units in these subjects. It is to be hoped that the teachers they encounter in these frameworks have also, for the most part, adopted the nurturing approach. This should be translated into practical teaching using the clinical teaching model. Thus the correlation between the macro and micro levels would appear to be complete. However, the heart of clinical teaching is the principle of a quasi-clinical approach to each individual student, applying sophisticated diagnostic tools and an individually-adapted learning program. There is a clear practical contradiction between these two trends. The more the teacher is required to relate to students who have particularly significant nurturing needs—since they are not necessarily "natural" candidates for five units—the less they will be able to meet the expectation of individually-oriented clinical teacher. Paradoxically, therefore, a selective-type system, leading to fewer students in these classes, but more students who are outstanding from the outset, actually permits the maintenance of clinical teaching, though this may be less vital for students with such prominent capabilities from the onset.

"When there are lots of students, it's much harder because you can't hear everyone in a big group. If I address them, they answer. I don't remember that we devoted time in the program to

how to reach each child in a large class. And I don't think I'd believe anyone who told me that it's possible to do this in large classes without missing any students."

"We don't engage in the individual adaptation of teaching. That doesn't seem to be realistic to me, unless it's computerized. The teacher in the classroom can't adapt the teaching methods to suit students who have difficulties, but only according to the state of the class as a whole."

These quotes from teachers show that the most problematic aspect in implementing the clinical teaching model is the teacher-student dynamic. These findings highlight still further the question that emerges here. Can we attribute this difficulty to the increase that has already been seen in the number of students taking five units, leading to a reduction in selectivity in entry to these classes? In all probability this is a negligible factor, at most, particularly since the increased resources provided for schools by the nurturing system will almost certainly have balanced, if not outweighed, the increase in the student-teacher ratio. Accordingly, this specific problem would appear to be more ideological than practical in the present stage. If the nurturing approach later becomes dominant among almost all those involved, leading to a steeper increase in the number of students at five units, the question presented here that currently seems relatively minor may re-emerge in a stronger form.

The boundaries of nurturing – is there not a risk that indiscriminate nurturing may sometimes damage students rather than help them? This question was raised several times during the discussions among the teachers at the conference. The desire to reach a critical mass of students at five units receiving reinforcement in the form of an enthusiastic nurturing approach may bring to the classroom an increasing number of students whose ability – and, in some cases, whose desire – to overcome this difficult hurdle is limited. The combination of enthusiasm, ambition, and the more sophisticated teaching means advocated by the clinical teaching approach, which constitute the essence of the nurturing approach, is ultimately expected, after an arduous journey, to enable even hesitant students who have difficulties to reach the peaks of excellence. In other cases, however, and despite good intentions, this approach may harm students who are genuinely out of place. Such students may come to feel like "ugly ducklings," rather than finding the solution and framework in which they might again be swans in accordance with their own worth and quality.

"…students who do not succeed and who receive low grades in five units will feel terrible alongside their friends. They will have failed, and this will not advance them…"

Accordingly, is there a need for a selective approach – albeit on a miniature scale – within the overall nurturing framework? Or is this liable to impair the unconditional commitment to nurturing, whose forthright slogan is "everyone can do it" – if we only help; we are not leaving any student behind. On the principled level, the answer to this question is that we must nurture every student to excellence adapted to their own level. Yet it remains far from clear to what extent this principle can be maintained and translated into practical behavior in the field when this entire project is geared to the goal of five units, and will stand or fall on this point.

A further difficulty that was addressed by some of the teachers themselves is the frustration teachers experience in situations of indiscriminate nurturing when the teacher tries time after to secure results, without achieving success. In other words, in the indiscriminately selective approach, the teachers ensures themselves against frustrating situations through

the prior exclusion of students likely to face particular difficulties. In the highly nurturing approach, they encounter more situations that provoke despair.

Efficiency of nurturing – another area of doubt resulting from the current situation concerning mathematics and physics studies at five units, as also reflected in the teachers' discussions, relates to considerations of efficiency. Whether they like it or not, teachers encounter such considerations in implementing the principles of clinical teaching in a nurturing system. The nurturing orientation, amplified by clinical teaching, encourages unconditional investment in every student according to individual needs and profiles. However, as the philosopher noted, "where there are two, a third will also appear," demanding his or her own share of the cake. The need to work with an entire classroom of students in a world of finite resources obliges teachers to consider the allocation of these resources and the measured investment of time and energy. If they fail to do so, they are liable to leave one student unattended to, and moreover to be unfaithful to the goal they have undertaken for themselves and toward the system – of bringing as many students as possible to the five unit finish line.

This raises another issue also mentioned by the teachers: what about considerations of efficiency and viability regarding the teachers themselves? This point was initially raised in the context of the emotional loss the teacher is liable to experience after investing limitlessly in a student who faces serious difficulties. However, teachers not only have emotions, but also their own interests that can be measured against various yardsticks. Are teachers not liable to be harmed if they fail to plan their steps carefully?

The practical meaning of these comments is the need to brake teachers' instinct to indiscriminately nurture everyone under their charge, and instead to recognize the cost-benefit aspects of investing in different students. Their situation might almost be compared to that facing a physician who must cope simultaneously with a large number of injured people, and who must consider – alongside other factors – the manner in which their work is evaluated by the management of the HMO or hospital in which they work.

It should be noted that these questions, which range from the theoretical to the practical, become more valid and concrete as the teacher fully internalizes the clinical message of individual work according to the quality teaching model. Teachers who tend to think in terms of work with the class as a whole, and who speak of "my personal class," will be less prone, at least subjectively, to situations in which a focus on one student detracts from others. Accordingly, this may represent a further explanation of the unusual lack of success seen in this component of the clinical teaching compass.

Diagnosis versus selection – diagnosis is a key tool in the clinical teaching model. Diagnosis is supposed to add the element of individual adaptation to the nurturing approach, which relates to large masses of students. Diagnoses are supposed to identify the individual's precise level, so that work can proceed from that point at the appropriate pace – always forward, always toward excellence. By contrast, selection is a form of diagnosis whose goal and rationale focus on a horizontal axis rather than a vertical one. To which group or category is this individual to be affiliated? When the number of individuals is large, sub-groups emerge comprising those perceived as sharing similar characteristics. Diagnosis plays an important role in this respect. A simple principle of efficiency and logic leads to the grouping together of "similar" students into sub-groups that are then labeled as "strengthened" five units,

"weakened" five units, and so forth. Thus the selection born of diagnosis re-enters the nurturing system through the back door – ostensibly subordinated to the interests of this system and operating in its service. After all, it is easier to nurture students in relatively small and homogenous groups than in a large, heterogeneous class. Once again, this highlights the need for nurturing teachers to have selective capabilities. When operated up to a certain degree, these capabilities can indeed assist the nurturing trend. At the same time, and certainly from that point forward, these capabilities can also sabotage the process. The reports from the field and the surrounding discussions however, include little real discussion of these issues.

Process versus outcome in the nurturing approach – the perspective and language of the nurturing orientation emphasize the supremacy of the process over the outcome. From the standpoint of this approach, the individual is in a constant state of development and change, even if this may be only unrealized potential. Accordingly, what matters is not the student's precise condition at this moment in time, but where they can get to with suitable help – and even then, where they can get to is merely a station on the way to the next objective. In other words, the nurturing approach likens excellence to the horizon. By contrast, the selective orientation tends to have a static character, which automatically focuses on outcome – a given, measurable condition that can be labeled and classified in order to ascertain whether or not the student has performed the task, so that their level of success can be quantified and so that they can be pinned at a particular position, pending further notice. If clinical teaching is the executive branch of the nurturing orientation, then it shares the tendency to examine developments through the prism of process. Many of the basic concepts and tools of the clinical teaching model are process oriented. The lack of being judgmental and the emphasis on learning from mistakes both mitigate the tendency to identify students with their performances, particularly when these are unsuccessful. Multiple ways to reach the same solution, examining of the thought processes behind mathematics and physics, and using experimentation and discovery, rather than handing the students a ready-made correct answer – all these create a climate that emphasizes the quality of learning rather than its output. A number of teachers commented on this issue, and on the whole they tend to accept the notion that it is better to delve deep with the students and ensure a true understanding of the material than to check off another item on the crammed five units curriculum. Racing ahead while leaving behind those who are slower or have difficult absorbing the material serves the interests of the exponents of the selective orientation, for whom the possibility that these students may soon drop out from the chosen framework completely does not constitute a particularly serious problem. The cherry on the icing of the process-based dimension of clinical teaching is that teacher's work with an individual student, from a position that recognizes that every student – even if they are immersed in the group learning process – nevertheless require their own language, attention, pace, and ultimately their own definition of achievement. This reduces the outcome-oriented dimension based on the standardization of achievements for the purpose of measurement.

This naturally brings us to the crucial question. Everyone recognizes why more and more students are entering frameworks for mathematics and physics at five units. Accordingly, the focus on the learning process, as highlighted in the reports, should serve a goal that has a distinctly outcome-oriented meaning: increasing the number of students successfully completing the matriculation examination at five units in mathematics and physics. There is probably more than one answer to the contradiction that emerges here between this supreme

objective, the very essence of the system, and the demand by clinical teaching in the spirit of the nurturing approach that teachers should think and work primarily in terms of the individual student. One of the most prominent answers explains that maximizing attention to individual needs, abilities, and learning possibilities is still undertaken in the service of this same familiar goal – to lead the mass of students to a well-defined finish line. However, it is doubtful whether this tension between the language and conceptual standpoints of these two views can be resolved quite so easily. The learning process in nurturing teaching is undertaken through the genuine nurturing of creativity, openness, and flexibility, in a manner that is more reminiscent of the study of philosophy or art. The standardization of the products of this process by means of uniform measuring tools thus appears particularly incongruent. In this context, outcome-oriented goals such as output, interim tests (as a target rather than as a form of diagnosis), and, of course, the final examination that is common to all – all these must, to an extent, appear as a distraction and a necessary evil rather than the real thing. In other words – if excellence in the spirit of the nurturing orientation is indeed to be likened to the horizon, this horizon is something than can be fixed.

The presentation of this issue clearly includes the deliberate exaggeration of a contradiction that most teachers, as we will see below, do not sense, or at least do not mention in their field reports. The closest they come to dealing with this issue is the sense of discomfort and even displeasure concerning the demand for output in their work with masses of students, thereby impairing their ability to nurture an in-depth process. A less direct manifestation may be teachers' expressions of anger regarding the demands by the leaders of clinical teaching and the support community that they promote in-depth learning and individual work while ignoring the conditions in which they work, including the demand that they comply with measurable outputs.

A further interesting reflection of this tension between outcome and process, albeit an indirect one, is the remarkable lack of references to measurable outcomes in the material examined, as we will discuss in the following section. There are very few references to hard data, such as interim test scores, the students' concrete achievements, the percentage of students who have advanced in the number of units they are taking or the percentage of students who have dropped out. Such data almost certainly form part of teachers' daily discourse, but they were apparently not reflected in the common discourse in the reports and in the discussions under the foundation's auspices – perhaps because this discourse is process-oriented and qualitative rather than outcome-oriented and quantitative.

2. QUALITY TEACHING THROUGH THE PRISM OF REALITY

In this section, we will examine the testimonies and reports from and about the teachers who participate in the programs, by reference to the eight characteristics included in the definition of quality teaching as defined in the Trump Foundation's strategic plan. This will enable us to examine the manner in which quality teaching is perceived and implemented by these teachers, principally in terms of their own testimony.

1. Believe and are convinced that all their students can excel; show deep commitment to making the most of the opportunities they face; present them with high and attainable learning targets; arouse their curiosity; and help them to become independent learners

This characteristic emphasizes excelling and excellence. This is the place the teachers aspire to reach with their students. The brief definition provided here implies a transition from the perception of high achievement as something that rests with teachers – their personal vision of what is supposed to happen with their students – to an approach that is increasingly interactive. Excellence is perceived as the common goal of teacher and student, the product of their mutual relationship, including a description of behavior on the teacher's part that can cause students to aspire to high achievements. Is that what actually happens in the field, though? The majority of the reports that addressed this aspect, directly or indirectly, suggest that the answer is broadly positive.

Belief in the ability of students to reach high achievements – this declaration embodies the perception that the teacher is responsible for the success of all students – not some of them, but all of them. A further element mentioned in this context is enthusiasm – the "*spark in the eyes*" of the teacher that can inspire students, taking them along in an attempt to get as far and as high as possible. Thus we are speaking of a commitment made by teachers, fueled by the belief that this is their destiny and with a strong emotional component, to reach excellent achievements – and no less than that – with all their students, and not just with some of them.

Shared excellence of teachers and students – the teachers' references to this component focused on expressions that present the students' internal monologues – *"the students know that I'm not giving up on anyone…," "they know that a low grade is just an interim stop on the way to a high grade."* Although this was not stated explicitly, these perceptions of the students do not seem to represent a manipulative capacity on the teacher's part to instill beliefs in the students that they themselves do not share. Rather, the goal is to ensure that the teacher's genuine belief in the student, founded on their basic assumption that excellence can be achieved through determination and perseverance, will filter through and reach the student. *"They feel that I am interested in advancing them; every student in advanced physics feels that they are letting me down personally if they don't succeed."*

Excellence-oriented behavior by teachers in the classroom – a broad array of behaviors fall under this category, most of which will form the focus of the following characteristics of quality teaching. We are referring here to the most fundamental behavioral manifestation of this aspect, the manner in which the teacher's enthusiasm *"is transferred both directly and indirectly to the students, infecting them with ambition and creating belief in their own abilities." "Invest, love the profession, and work with the students – the enthusiasm infects the students, and this encourages them even though they find it hard." "New tools and a fresh look at certain subjects. As soon as I find a given subject interesting and exciting, this is conveyed to the children, too." "I come with enthusiasm because I am making innovations, and the students sense this."*

What we see here, then, is not merely the definition of the high goal they aspire to reach, but also comments relating to the feelings of insecurity, inability of the students, or even their tendency to make do with less than the best. The teachers thus aim to challenge these feelings and to replace them with a sense of ability and an aspiration to excellence. *"It works wonders when you believe in a child that no-one has ever believed in, and who maybe hasn't believed in themselves, either."*

Practical excellence – this heading refers to an admittedly small number of examples presenting concrete achievements and attributed to the teacher's perception of excellence and to the program in which they are participating. These references relate primarily to the two ends of the practical embodiment of excellence – classes at five units in mathematics and physics where there is almost no drop out, and a dramatic rise in the number of students entering such frameworks: *"I used to start out with a class of 14 students, and now there's a real demand – 72 students."*

Infecting students with the teacher's belief in excellence as a desirable and realistic characteristic, with the practical behaviors that result, are perceived by the teachers as a practical manifestation of excellence in action, reinforcing their belief in the feasibility of this approach. In terms of the Pygmalion effect, a concept that was mentioned in the field reports, teachers' high expectations of students are translated into behaviors that change and shape the students' expectations and behaviors in similar ways, thereby proving and reinforcing the a priori validity of the high expectations.

"… He conveys the message to the students that everyone will be successful…," "he needs to be supported all the time so that he doesn't crash. You put mechanisms in place to support him so that he doesn't fall. It's all a matter of attitude. I talk to them a lot during the lessons, not just about mathematics. I have a lot of discussions with them about personal things during the course of the lessons."

In order to complete the picture, we might ask from where teachers draw these high expectations of their students? How are they created? The reports do not provide a clear response in this respect, but it would appear that for more than a few of these teachers, the programs they participate in, including their spirit of quality teaching, play an important role in their aspiration to excellence. The "spark in their eyes" often comes from the fact of their participation in the program, its prevailing atmosphere, the materials studied and tools acquired – and from there it is passed on to the students. *"I used to see things pretty unequivocally – this one is right for five units, this one is for four units, he doesn't stand a chance. I saw that sometimes children even make an effort during the summer, and then they do better than others we were sure about at the end of 9th grade. This year I'm increasing the number of students allocated to five units. I know that with the help of these methods, and the atmosphere we've managed to create, there will be a group where people say, 'Wow! The kid loves to study math!...'"*

However, the teachers also raised reservations regarding the aspiration to universal excellence:

Excellence, but not for everyone – some of the teachers, while not abandoning the goal of bringing their students to high achievements, challenge the assumption that this is possible with every student. Their experience shows that it is impossible and unjustified to ignore the

inherent inability of some students to secure high achievements in this field. Thus they question the validity of statements such as "everyone can do it" that are presented by most of the teachers. *"I'm totally in favor of 'almost all the students' rather than 'every student.' My feeling, and my limited experience, suggest that trying to win every student by force ultimately means coming out with fewer students – rather than identifying, after something like six months, which students* [should be invested in]. *When I see a student who isn't putting themselves into the learning process, despite all the efforts and attempts and conversations, I take that energy and redistribute it among all the other students."*

Ignoring the teaching conditions in the field – a criticism leveled by some of the program participants is that the value of excellence it embodies is promoted while ignoring the conditions of teaching the field. Exceptionally large classes, a lack of time, students who are not particularly interested in mathematics, and other factors often complicate and even frustrate the best intentions of teachers in this field.

"The question is what is the purpose of the PLC at this point. it has become a kind of hothouse for excellence. This serves certain goals, but ultimately I think we need to remember that we have 70-90 percent who aren't in that segment, and we don't discuss them as much. We also aren't really dealing with the problems that most teachers face in the class."

The perception of excellence as a key characteristic of clinical teaching in the field is present, and indeed dominant, among the teachers who participated in the study. However, two issues in this context require deeper clarification. The first relates to the subtle but crucial distinction between excellence as an "I wish" and excellence as an actual commitment to high but achievable achievements, as emphasized in the characteristic itself. We should recall that the subject of excellence and excelling is particularly prone to lofty and sweeping declarations, made with sincerity and passion, but reflecting a kind of group spirit, or even group norm, that gives them more of the character of an aspiration than an actual personal target for which the speaker assumes full responsibility.

This is accompanied by the second question – exactly what achievement are we talking about? The various manifestations of the drive to achieve mentioned in the materials are not uniform, and are often rather vague. There are few direct discussions of this issue and few attempts to examine opposing definitions and perceptions of the concept. Between the lines, a number of tests of achievement may be perceived, and these can enhance our understanding of what is involved: to reach as many students as possible at the level of five units; to meet the challenge posed by students who are not "natural" candidates for five units; to bring them to this framework and keep them in it. In some cases, the emphasis is on prevention – on the need, "against all the odds," to prevent students who have despaired of reaching five units (as has everyone else involved, with the exception of the teacher in question) from dropping out. In other cases, this question regarding the required achievement is presented as a dichotomy between delving as deeply as possible into the material – an aspect that by definition cannot be precisely measured – and meeting the more quantifiable demands of the system regarding the material covered and the grades received.

2. Create an inclusive atmosphere in their class that builds trust, enables students to ask questions and make mistakes, encourages them to express knowledge and positions, in writing and orally, and encourages them to take cognitive risks. They respect their students, nurture communication skills and creativity, and encourage cooperation.

The definition of this quality emphasizes the ability to make mistakes, take risks, and be creative, with the support of the positive and respectful atmosphere created by the teacher. The support found for the actual manifestation of this characteristic in the reports and the accompanying discussions was particularly strong. Some participants even commented that this is the most important and central characteristic of the clinical teaching compass. The following are three prominent examples of this perception, chosen from among many:

The teacher and the students are partners in the learning process and its underlying goal. In many respects, this is the foundation for this entire characteristic, albeit not on the declarative level. It is impossible to create trust between students and teachers, or to encourage students to take risks (concepts drawn from the language of clinical teaching that the teachers frequently employ) without redefining the status quo and the traditional division of tasks in teacher-student relations. The traditional approach argues that the teacher bears the responsibility for managing, determining, and implementing the work of transmitting the study material to the students, while the latter are likened to an empty vessel that is to be filled without regard to its needs or desires, sometimes at the cost of a power struggle against the students.

From student passivity to activity – a transition from a situation where the student is almost constantly examined to ascertain whether he or she is performing as required to one of experimentation and learning. The concrete manifestations of this aspect include:

- A non-judgmental approach – changing the prism from the almost-constant perception of the students as "alright or not alright," "poor or good," to one in which diagnosis serves to advance the student.
- Regarding errors as a basis for learning – this relates not only to the cognitive dimension of this statement, but also to the non-judgmental response to mistakes, including the blurring of the dramatic dichotomy between a mistake and a correct answer, in favor of the perception of both answers as ancillary means for the acquisition of knowledge and understanding.
- Aspects of positive psychology including a deliberate tendency not to mention students' non-successes and an emphasis on providing positive feedback.
- A friendly and open atmosphere – the proactive use of exercises and skills by the teacher for creating a comfortable and relaxed climate for learning. This is particularly important during the early stages of the lesson, in the section that the reports refer to as "*warm-up exercises*."

Trust and mutual respect – the sense of confidence that the teacher inspires in the students, including belief in their own ability to participate in and contribute to the learning process, as well as their ability to secure high achievements. This is complemented by the creation of a situation whereby the student has trust in the teacher – trust in the teacher's positive

intentions and caring, and in their stable behavior over the long term. This allows the student to take risks, open up, and share their inner world and difficulties with the teacher.

However, the teachers also raised reservations regarding the aspiration to create an atmosphere of trust:

The main question marks relate to the principle of refraining from making negative comments and focusing solely on positive reinforcement. For some of the teachers, this constitutes a significant departure from their familiar mode of teaching. Some of them feel that this principle goes too far and is inconsistent with simple logic and with their habits as teachers. Accordingly, several of them have refrained from adopting the ceremonies that sometimes accompany this principle, such as clapping students' answers. Other opponents, however, noted that although they have not completely abandoned the practice of responding critically to students' mistakes, their exposure to this approach has significantly moderated and softened the tone and character of their responses. For other teachers, their reservations relates to the sweeping nature of this characteristic. Nevertheless, they draw from it an attempt to focus on what can be used from the student's incorrect answer in order to secure improvement, rather than what is wrong and missing. Nevertheless, the overall impression is that this quality has been adopted less widely, and sometimes less deeply, than the others.

"In the training sessions they love to talk about how we mustn't make comments about the students. They love the ideal of being non-judgmental. In all the exercises, they tell us that when a student is successful, you clap. The mathematics teachers refuse to clap. They tried to convince us that if we don't make comments, the students will gain confidence and be willing to have a go and offer an answer. Even now, there are some teachers who don't accept this…"

3. Have a practical understanding as to how students think and learn the subject. They know how knowledge develops in their students and are able to identify typical mistakes, thought processes, learning styles, and developmental processes.

Attention to knowledge about the way students learn, as defined in this characteristic, is present in the teachers' reports, though relatively infrequent and primarily indirect. The main reason for this is that the references are usually embedded in more intensive discussions about the step that automatically follows – the collection of more focused information about the class and the specific students. Such information is evidently intended to update and moderate the generalizations about the thinking and learning patterns of the student population regarded as a whole.

Knowledge about typical difficulties in understanding and mistakes – the teachers report on their growing experience regarding their students' typical mistakes in the relevant fields of study, common difficulties in learning, and the manner in which students acquire proper understanding. This knowledge is supposed to enable them to act even without prior diagnosis, since they can anticipate from previous experience where the students face difficulties and are liable to make mistakes. Such a process is almost inevitable in the teaching

process, since teachers cannot engage in a specific examination of the student's specific position on every single issue before beginning to teach it. However, the teachers' declarations about their reliance on this general knowledge, without relating to the accompanying diagnosis, some of which takes place intuitively, may reflect both their greater confidence regarding this general knowledge and their lack of awareness of its limitations.

Knowledge about lack of knowledge – in a series of statements, the teachers describe the process whereby they overcame what they had learned and believed about what the students have absorbed and what the students actually know, as reflected in the later tests. The awareness of this gap belongs to this characteristic, in terms of knowledge about how the students think and develop knowledge. Some teachers evidently translate this awareness into a broader working assumption whereby such a gap is **always** present, even if the teacher's subjective impression was different. The practical ramification that results is the need for diagnosis and various teaching means that encourage and enable students to present openly what they know and what they do not know.

Knowledge embedded in learning tools – experienced teachers can activate efficient teaching means without being able to offer a good explanation as to their reason. However, the inclusion of this characteristic implies that a clinical teaching teacher is required to gain an explicit understanding of the relationship between the teaching means and the student's learning process. Two common examples of this are teaching through discovery and teaching through errors. Both instances encompass considerable knowledge regarding the way students learn. They understand and internalize the study material better when they discover a scientific or mathematical principle than when it is presented to them on a silver platter. Learning through errors sharpens and deepens their understanding of the study material, since what makes the correct answer right is absorbed more successfully when it is "illuminated" by means of the incorrect answer.

> 4. Are proficient in the use of diverse measurement and evaluation techniques and are able to adapt these to the context in which learning takes place. They maintain comprehensive documentation of the learning performances of every student and use this on a real-time basis in order to map, diagnoses, adapt teaching, and provide constructive and reinforcing feedback.

This characteristic of quality teaching focuses mainly on the teacher as a diagnostician. It conveys a more principled message than might at first appear regarding the perception of clinical teaching, due to the direct connection between awareness of the student's needs and the manner in which the teacher acts. This contrasts with traditional teaching, which provides little room for diagnosis, other than for the purposes of evaluation and selection. The reason for this is that, according to the traditional approach, it is the students who must adapt to the content and the teacher's teaching style, rather than vice versa. The emphasis is on the contemporary study context – the teacher must be able to identify when to undertake the collection of data over the course of the lesson, without interrupting its course, and how to put the findings and insights that emerge to immediate use.

The corroboration of this characteristic in the teachers' reports is partial. It is easy to find support for the principled importance of collecting data for the purpose of teaching, and details of recommended tools to this end. However, it is more difficult to find reflections of the conviction that the individual student should form the center of diagnosis and of the implementation of its findings.

The importance of collecting data – on this aspect, there is broad agreement that the systemic collection of data relating to the learning and absorption of the material by the students contributes to the quality of teaching. This process enables the teacher to understand the quality and nature of the student's knowledge regarding the study subject, and to adapt their tools and teaching methods accordingly.

"This is great, because we are trapped in the assumption that the students understand us perfectly. The diagnostic tasks really open up the possibility to understand that what we say isn't what the students understand…"

"For me, every student is a class. When I look at the class, I don't see it as one unity. I look at every student. When I come to a new class, after a week I can sketch a profile of each student. The students are really important to me."

Diverse and dynamic tools for data collection – the reports mention questionnaires, the use of various types of questions, individual work projects, and so forth as means for exposing the students' "learning performances" and learning difficulties. Most of the teachers appear to have been exposed to a great diversity of diagnostic tools in the various programs than those with which they were familiar from their own experience. Despite this, there are repeated complaints about a lack of diagnostic tools, particularly in the context of the individual student.

The diagnostic use of errors – the use of students' errors as a diagnostic tool is just one of the collection of tools teachers use for this purpose. However, its weight in the reports was remarkably strong. This can probably be explained by the fact that this tool is beneficial not only at the diagnostic stage, but also in several of the subsequent stages in the clinical teaching process. Another possible reason is that its innovative nature attracts attention and comments, reflecting the participatory and encouraging way in which this diagnostic tool is presented to the students. The emphasis is not on right and wrong answers, but on a joint clarification of the source of the error and possible ways to correct it.

"I always used to check tests vertically. Thanks to the program, I have started checking them horizontally and mapping errors. Then we go through the errors, and immediately after the test we have a lesson about these errors (they receive a photocopy of the answers immediately after the test)."

"For example, one teacher collated the students' errors and prepared index cards. She divided the students into groups and gave each group a card. Each group had to characterize the student's error and think of ways to avoid that kind of error in the future."

However, the teachers also raised reservations regarding the use of diagnosis:

The most notable finding that emerges from the various reports relating to this characteristic is the considerable difficulty teachers encounter in implementing its central principle – the idea that diagnosis should be used to adapt the teacher's teaching method for each individual student. As long as this concept remains on the level of the teacher working with the class as a whole, teachers do not seem to encounter any particular problems. However, the prism of teacher-student, rather than teacher-class, is not merely dominant in this characteristic, but exclusive. In this context, there is almost complete agreement that this component of the clinical teaching compass remains on paper only. The foundation's programs do not appear to be providing an adequate response on this point.

The main arguments raised, some of which are contradictory, are that in practice there is almost no individual diagnosis; that the teachers lack sufficiently sensitive and sophisticated tools for this purpose; and that it is doubtful whether such a process can be implemented. The main reason for this, though not the only one, concerns the conditions in which actual teaching takes place – large classes, time pressure, and so forth. Regarding the question of exactly what prevents individual diagnosis, it is difficult to gain a clear answer from the reports. The same is true concerning various ancillary questions, such as: what does individual diagnosis actually include? And what segment of information becomes invisible in the transition from the class level to the student level?

In the context of the class – the students as a group – teachers have a reasonable picture, according to their own reports, concerning their knowledge and their performances in mathematics or physics at five units. Thus the teacher can locate a gap between what was taught and what was absorbed, identify typical errors, assess the relative effectiveness of the illustrative tools and teaching used in the class, and so forth. The logical conclusion, and one that was sometimes raised in a hesitant manner, is that the process of diagnosing the individual student and locating the differential response corresponding to the diagnostic findings requires a diagnostic map with a much higher resolution than can be obtained from the mapping of the entire class. However, and as noted, the reports raise more questions than adequate answers in this respect.

A minority of the teachers express fuller agreement with the principle of the importance of diagnosis on the level of the individual student, and even report the actual implementation of this process, albeit less frequently. One of the factors that encourages this process is the teacher's heightened sensitivity to the student's difficulties, preferences, and manner of learning, alongside the acquisition of tools for individual diagnosis. The distinction between these two aspects is not always clear, since many of the relevant tools for collecting data from individual students are also used for diagnostics on the class level. Thus, for example, the use of errors as a learning tool can also be applied on a more class-oriented basis, as well as focusing on the teacher's need to gain an in-depth picture of the thought process of each individual student.

A further point mentioned in the diagnostic context relates to teachers' need and ability to diagnose themselves. A number of comments point out that the clinical model for teaching does not include this aspect of the encounter and the teacher's dialogue with themselves, at least indirectly. Some teachers commented that the teacher's diagnostic tendencies and abilities, even when manifested primarily on the class level, ultimately contribute to enhancing the teacher's familiarity with themselves. The reason for this is that the deeper and the more detailed the picture obtained regarding the class's performances, the greater the opportunity for the teacher to reflect on their own strengths and weaknesses.

"I think that we need to talk sometimes about the encounter between the teacher and themselves. Diagnostics enables the teacher to examine their own teaching method…"

"There's a whole column missing here – the teacher! Myself as a teacher. I think that this is where everything starts. I think that there needs to be direct attention to this aspect. During the first year of the program, I heard that people say that the foundation of good teaching ultimately rests on the relationship. The relationship is based first of all on who you are – your values and beliefs, the way you judge people and talk to them, and so forth."

5. Use a broad arsenal of teaching approaches and methods and are capable of exercising informed discretion in choosing strategies and techniques according to the context, the subject of the study, the class, and the diagnostic findings of each student.

The fifth characteristic embodies the expectation that the quality teacher will have a command of diverse teaching tools and will use them according to the data from the field. This contrasts with a teacher who does not have access to such an arsenal, or who has access to diverse teaching methods but whose ability to adapt these to the conditions in the field is limited. Accordingly, this characteristic assumes that this teacher is also equipped with a diagnostic capability and the ability to collect data, in accordance with the previous characteristic, both in applying the diverse diagnostic tools and in adapting the teaching means to the right situation.

Although this characteristic is based on the previous one, it differs in one crucial respect. In the previous characteristic, the diagnosis and the adaptation of teaching methods to the findings relates to the individual student, while here the point of reference is broader. Once again the teacher is required to adapt the teaching methods and style to each student, based on the diagnostic process, but the characteristic adds the dimensions of "the context, the study, the class..." This difference in terms of the expectations presented to teachers is probably due to the fact that in the context of overall teaching, as in the previous characteristic, the challenge is indeed each individual student. In this context, the teacher can obviously have only limited knowledge without diagnosis. By contrast, in fields such as the context, subject, and class, to which teaching must also be adapted, teachers do not need to apply special diagnostic tools. They are already familiar with the situation and its ramifications from their constant contact with the class. This explanation is particularly pertinent to the dimensions of "context" and "subject of study," and less so to the "class."

The reports paint the following picture in this respect:

Diversity of teaching tools and methods – the general impression is that teachers employ diverse teaching tools and methods, and that this diversity is largely the product of the various programs to which they have been exposed. This is one of the most notable benefits of these programs, and very few reservations emerge in this respect. Even veteran and experienced teachers report that the programs they participated in benefited them in this respect. Accordingly, many teachers explicitly declare that their teaching is now characterized by a high level of diversity in teaching tools and methods. Many of these tools and activities are consistent with the spirit of clinical teaching.

Particularly positive comments were received regarding teaching tools, activities, and diagnostics based on contemporary technologies – computers, smartphones, and so forth. Apart from the benefit these bring for the students and the ability to connect to their world, where such technologies play a key role, this field also offers the teachers a chance to enter a field that some of them have tended to avoid due to a lack of knowledge and confidence.

A further characteristic of many of these tools and methods – "technological" and others – that is particularly important for our purposes is their organic integration in the clinical teaching model, due to their emphasis on activity, experimentation, and the active participation of students in the lesson. These aspects can readily be translated into the values nurtured by clinical education, such as discovery, experimenting, openness, or an accepting and participatory atmosphere. In addition, there is a clear emphasis on the value of diversity rather than the value of each individual means – in contrast to traditional teaching, which would seem to take the opposite approach.

In addition to all these aspects, it is impossible to ignore the teachers' sense of satisfaction and joy at the wide range of means and methods available to them. According to their reports, this satisfaction is shared by the students. For many of the teachers, this diversity has ended the reliance on the same teaching approach and the same few teaching tools that they used for years.

Adapting the teaching method to the field conditions – there are relatively few references to the acquisition of skills in adapting diverse tools to the field conditions. Although this is not stated explicitly, the reports show that adaptation is perceived as based on commonsense, acquired together with the tools themselves and applied without any particular difficulties. This may indeed be the case, though it is also possible that the teachers are unaware of defects in this respect. This description applies particularly to adaptation to context, various circumstantial conditions in which learning takes place, and the study subject, and less so to the class.

However, the teachers also raised reservations regarding the aspiration to adapt teaching:

Adaptation to the class and the student – most of the teachers see themselves as adapting their more diverse teaching methods to the needs and situation of the class. As already noted, most of them do not adapt the learning methods and tools to the individual student, as clinical teaching requires. They respond to this demand with a broad range of reactions, drawing on several arguments to support their rejection. Some of these arguments relate to the

impossibility of meeting the ramifications of the demand to adapt teaching to the individual student given the prevailing conditions in the field – large classes, limited time, and a high level of heterogeneity between the students.

Another type of argument relates to a lack of tools. The teachers do not have adequate diagnostic tools to enable them to identify the unique needs of each student and to adapt the learning method accordingly. Very few reservations were raised on the more principled level, questioning the need for individualized adaptation or its underlying pedagogic rationale. However, the comments made by most of the teachers convey the message that this demand is so impractical, for the reasons noted, that this demand is totally unrealistic. In some cases, this leads to anger at this excessive demand imposed on the teacher.

The picture becomes even more complex when we examine the reports of some teachers explaining how they adapt their teaching methods to the needs of the class. The teachers emphasize their sensitivity to the heterogeneity among the students (stronger and weaker students), and pay particular attention to those at both ends of the spectrum. Examples of individual adaptation often include individual work by the teacher with students facing particular difficulties, or the identification of other suitable solutions, such as help from another student. An example of adaptation that does not focus solely on students facing difficulties is the adaptation of the level of difficulty of the exercises relating to the subject studied in class in order to recognize each student's abilities. These examples raise questions regarding the practical meaning of the concepts of "adaptation to the class" or "adaptation to the student" – concepts that appear to be used in more than one sense in the different reports.

"According to the class and according to the student is a bit problematic. Of course if a student has a question, I stay behind. You can't arrange an individually adapted plan. It's certainly important to me to know what's happening with each one of them, and I sit with them separately, but it's impossible to provide them with an individual plan…"

What is adaptation to an individual student? – some teachers talk about their individualized work with students who face difficulties, or the special attention they pay to the "spectrum-end students" in the class, such as individual work. Others declare that they do not currently – and there is no chance that they will in the near future – implement an "individual learning plan." Clearly, these two groups of teachers do not share the same perception as to what constitutes an "individual learning plan." The first group sees this as something familiar and readily accessible, based mainly on help for those who are falling behind in their studies. The second group assumes the existence of some type of diagnosis allowing the mapping at a high resolution of individual needs, characteristics, and forms of perception and learning. At this point they have no idea as to how this might be achieved, or even whether it is possible in the current learning conditions. Accordingly, the expectation that they will apply what is referred to as an "individual learning plan" is perceived as threatening or impractical, particularly when multiplied by the number of students in the class. This is particularly true since, in the reports from the field, this slightly bombastic title is never accompanied by a detailed explanation as to what it actually entails.

Class versus individual – this aspect ostensibly reflects a clear distinction between the two end points: the teacher standing in front of a collection of students, aware of their unique characters as the result of in-depth diagnosis, and teaching each one according to their distinct needs – versus the teacher standing in front of a bunch of faceless students. However,

it would appear that there are also interim points where it is far from easy to maintain this distinction. The teachers report the adaptation of their teaching methods to "my own class," thereby transforming the class into a kind of individual. Others depict the class as a body with an anonymous and somewhat undefined center, contrasting with well-diagnosed "ends" of the spectrum, usually defined according to the command of the study material. Another common type of comment regards the class as a united and clearly-defined entity to which the learning method is to be adapted, with the exception of a few individuals who have particular difficulties in learning and therefore receive personal attention.

Under the burden of the demand to engage in the "clinical" diagnosis of the individual student's needs, teachers feel ashamed to say they are failing. This leads to feelings of frustration or anger. Others shrug their shoulders at what they perceive as an unrealistic demand that is detached from the field, and accordingly not worth worrying about too much. Others still report that they adapt the teaching methods to the student's needs as required, although a careful examination of the examples they offer to illustrate this creates the impression that, in practice, what they are doing is not very different from what most of the teachers do in this respect; the difference lies in how they conceptualize these actions.

6. Provide their students with grounded, constructive and reinforcing feedback according to their learning performances. They choose the type of feedback and the appropriate time to present it, and draw on it in order to help the students to internalize the learning targets and to be aware of the extent of the progress they have made.

Feedback is a familiar and well-known tool in the context of curricula, workplaces, and significant goal-oriented activities. The decision to allocate one of the characteristics of quality teaching to feedback, rather than including it as one of the ancillary skills required in order to ensure clinical teaching, presumably reflects the great importance attached to this tool. Our analysis of the findings from the field will therefore focus on the question as to whether the feedback the teachers give their students, according to the teachers' own reports, constitutes universal feedback in the spirit of this characteristic, and if not – in what ways it differs from this ideal, and what implications this has.

Feedback with a positive bias – the fundamental purpose of any feedback is essentially positive – to lead to improvement and progress in the functioning of the recipient of the feedback. Nevertheless, the feedback process itself also usually involves the identification of failings, errors, and weaknesses. Although the traditional approach states that positive points should be raised in the feedback before the negative aspects, the overall balance is usually expected to reflect the actual situation. The feedback reflected in the reports we received shows a significant change in this respect. In keeping with the goal of being non-judgmental and the desire to create a positive and constructive atmosphere, there appears to be a significant diminishing of the tendency to note missing or erroneous aspects, as opposed to positive features.

"There aren't any negative responses. Admiration is shown just for the willingness to offer an answer – to stand in front of everyone and move it forward…"

"Students go up to the board and answer tasks they didn't understand. The teacher provides positive, constructive, and reinforcing feedback…"

Feedback focusing on the method rather than the result – even in its conventional sense, feedback is not supposed to focus solely on the final outcome, but on what led to it. In clinical teaching, as reflected in the reports, there seems to be an effort to consolidate and expand this principle, drawing away from the final outcome (the solution), or indeed the failure to solve the problem, and focusing instead on the way this outcome was achieved. This approach transforms this interaction into an act of review and ordinary learning, rather than classic feedback focusing on the individual's performance from a relatively judgmental viewpoint.

Creating opportunities for positive feedback – any teaching process invites opportunities for feedback as soon as students are given the chance to respond to the study material. The reports show that beyond this level, many teachers make a deliberate and systematic attempt to create numerous opportunities for feedback, particularly as a platform for group learning, as we discussed above.

"A discussion develops among the students. They offer feedback to each other and do not refer to the teacher as an arbiter. They need to understand why this is a natural law – not because the teacher said so. The students argue about the answers, but not just in terms of right or wrong. What's interesting is not the answer, but the thought process – why it's right or wrong."

The main means used to this end are allowing particularly great space for mistakes, so that these can be responded to and learned from, as well as a large number of individual tasks and the use of online questionnaires. All these are key diagnostic tools in clinical teaching, but here, as the reports show, they are also used to provide feedback in the spirit of clinical teaching as characterized above.

The picture that emerges from the characteristics we have examined so far describes a form of feedback that accentuates or exaggerates the positive and constructive dimension of regular feedback. As noted, this leads to the reduction of the element of feedback in the interaction and its transformation into a regular learning event. The outcome is that there are more feedbacks in quantitative terms but less in substantive terms in the classic sense of the word. In its traditional meaning, feedback constitutes a type of ceremony attended by the awarded and the recipient of feedback; the latter stands on trial. The participants and observers at this ceremony can therefore easily distinguish between this event and other learning events, even if the latter also include an element of feedback. In our case, by contrast, the feedback is integrated in the learning process in a more organic way. The participants, with the teacher's encouragement, are all those present in the class, with the result that, in a sense, all of the teaching acquires the character of feedback. Accordingly, there are far fewer distinct feedback events.

This particular type of feedback is consistent with the spirit of quality teaching in its various dimensions. In particular, this model of feedback is consistent with the second characteristic, relating to the creation of trust, respect, and an accepting and egalitarian atmosphere. In order to create multiple opportunities for such dramatically constructive feedback, there is

obviously a particular need for an atmosphere characterized by the student's trust in the teacher, openness, and egalitarian relations in which the barrier between the teacher and the students, and among the students, is reduced to a minimum. Equally, feedback in this spirit forms one of the main components in creating this atmosphere and these relations, particularly when contrasted with classic feedback, in which it is very clear who is giving the evaluation and who is receiving it and whether the student acted properly or not, with all the inevitable judgmental ramifications of such a setting.

Another question that emerges from this aspect is the extent to which the use of this type of feedback meets the expectation that a clinical teacher will devote a substantial part of their activity to individual work with each student. Increasing the number of opportunities for individual feedback ostensibly also enables the teacher to diagnose the individual state of each student and to respond accordingly. However, as feedback functions less as a ceremony of judgment and evaluation and more as a "pure" learning event, and the less it is directed at the individual and the more it becomes a class experience, so it would also seem that the dimension of teacher-student work in classic feedback also becomes less dominant. Whether this is a good thing or a bad thing, it contributes to blurring the distinction we noted above between work with the student and work with the class.

We can assume that most teachers, even when they consider that they have adopted most of the profile of clinical teaching, will experience themselves as working with the student as an individual in situations that highlight their attention to a particular student, such as the provision of feedback on their performance in a given task. Thus they will feel that the class as a whole should serve as a kind of backdrop in this respect, essentially in the role of passive observer, rather than playing a central role in the interaction. A similar, and perhaps even more accentuated, sense of work with the individual will surely be present during feedback discussions referred to in organizational jargon as "evaluation conversations" or "personal conversations." The emphasis in such conversations is usually not on a concrete event but on the individual's standing relative to their long-term objectives. It is possible that such conversations take place mainly between the teachers who participated in the study, though there are few references to this in the various field reports, and these almost all appear in various other contexts and not in the context of providing feedback.

> 7. Play an active role in a professional community whose regular activities are led by master teachers, including a systemic focus on students' learning and on analyzing learning and teaching from the classrooms.
>
> 8. Build professionalism in teaching together, including formulating a shared perception of teaching, shaping routines for monitoring learning, establishing a support system for students, and engaging in peer learning, including documentation, analysis, feedback, and mentoring.

These two characteristics relate to the importance of the teacher's participation in a professional community as part of the clinical teaching approach. The inclusion of this aspect in the characteristics of clinical teaching may create a logical difficulty. While the other

characteristics focus on the outputs of clinical teaching in terms of the teachers' work with the students, these two more clearly address not only the input intended to shape this output (such as a command of diverse teaching methods), but also the definition of an overall arena with its own presence, and to an extent its own outputs.

This may explain why the first of these two characteristics (characteristic #7) emphasizes that the framework focuses on *"students' learning and on analyzing learning and teaching from the classrooms."* This returns the focus to the teacher's activities with the students, rather than to the events in the community per se, however appealing these may be. Characteristic #8, which we included here with its predecessor due to the organic connection between the two, focuses more strongly on what is supposed to happen in the community, though here, too, the emphasis is on what is defined as *"building professionalism in teaching together,"* manifested as noted in tools applied in direct work with the students.

Before discussing the comments on this subject in detail, it is worth noting that the Trump Foundation plan defines a "professional community" as a group of teachers who receive in-service training and are led by "master teachers." However, this is not always the case in various programs that have come under the foundation's auspices. The "communities" are essentially frameworks for enrichment, guidance, and supervision, some of which indeed meet the definition of a community. In other cases the teacher receives guidance, support, and supervision from some professional source: sometimes a regular instructor who meets with the teacher on an individual basis, and sometimes several participants and several instructors in diverse formats. Although these distinct formats are significant in examining the teachers' responses to these activities, we chose to address all the formats more or less as a single entity.

From isolation to fellowship – several of the teachers' comments, particularly the more enthusiastic ones, address this aspect. The community provides an opportunity for the "lone" teacher to experience a sense of partnership, examine themselves by reference to others, and express their needs, satisfactions, and frustrations as a teacher. In many cases, this is accompanied by a sense of friendship and the enjoyment that comes from meeting people with whom the teacher shares so much in common.

Self-awareness and professional awareness – a recurring theme in the teachers' reports, and one we have already noted, is the lack of any space where teachers work with themselves just as they are supposed, according to the clinical teaching compass, to work with the student, class, and community. Various comments on this subject suggest that ironically the community framework, in which teachers are among peers, actually permits this introspection. Through the mediation of other teachers, through comparison to them in conditions that are relatively open yet protected, including the giving and receiving of individual feedback, teachers gain deeper insight into themselves as teachers and as humans.

"We have modeling days as part of the program. They watch us, and we watch our colleagues. And suddenly the door opens and everyone is watching me. At least I have some feedback, reinforcement, criticism."

"It adds confidence. We exchange materials, spread our wings, it motivates us and inspires us. It helped me to address problems from a more qualitative angle. I use the tools I get there with all the groups, not only the five unit group."

Professionalism – the various comments readily illustrate the manner in which the teachers' concept of professionalism is expanded and empowered in the community framework. In addition to enrichment in mathematic knowledge, teachers also benefit from the entire world of quality pedagogy. The components of this world range from the acquisition of more tools, methods, and techniques for conveying the material, and sometimes the provision of "softer" skills in the behavioral dimension that are required in order to undertake the demands of clinical teaching properly, through to an aspect that was also mentioned in the reports, albeit less frequently: deepening and enrichment on more principled issues underlying the entire structure. Many teachers report that the community made a real contribution on these aspects. Even more experienced teachers, who sometimes report that they have developed their own well-shaped professional theory, note that the community sessions increased and expanded their repertoire, at least in terms of teaching techniques and means.

Renewal – aspects that can be noted here include the perceived benefit of the community in terms of the teachers' willingness to move beyond their safe zone of action, to take a risk, and adopt working and teaching methods that differ significantly from those they have been used to and have seen as characterizing their work. In some cases, this might go as far as putting on a multicolored hat in a lesson to convey some kind of symbolic point. But even in the teachers' less exceptional behaviors, as many of them note, there have been significant changes compared to how they previous permitted themselves to act.

"The community gave me something else – my teaching became less about learning with the student and less about frontal teaching all the time. For example, research labs – you give [the task] *to the students, they move ahead, and I guide them. In the past, I was nervous about giving tasks like that, because I thought it would waste my time… and I wouldn't get through the material for the matriculation… The community removed obstacles that I face, too – not just ones the students face."*

The aspiration to excellence – the way in which the aspiration to excellence is gradually built and reinforced by this group framework can be identified clearly. This excellence has a relative character – the teacher is exposed to the performances of their peers, just as they are exposed to his or her performances, and naturally no-one wants to fall behind, and ideally they want to outstrip their peers. There is also a more absolute dimension to the aspiration to excellence, when clinical teaching is divided into various segments, each of which has its own rank of achievement. Thus alongside the more familiar challenges of increasing the number of students at five units, preventing dropout, and so forth, additional challenges emerge in terms of the teaching process, the activation of various teaching tools, and so forth.

These aspects all take place through a process of intensive discourse that also offers significant opportunities to receive feedback, together with a constant drive to improve achievements. More than a few teachers describe this process using such terms as "enthusiasm," "new energies," or "a spark in the eyes." They explain that this leads them to take themselves and their students on to new places that previously were the reserve of the few.

"Basically, the fact that I was in the community and discussed these things first of all influenced the number of students in the track. I can't point to anything specific, but the whole atmosphere of participating in the community, and having tools that you can use, makes you more confident

about what you're doing. And this confidence enables you to accept more students, even ones who aren't especially strong, because you know how to cope with them…"

The community as a role model – from the descriptions of what happens in the teachers' community and what these frameworks achieve, it can readily be seen that much of what is reported is similar to the classes where these teachers teach. The analogy we noted just above – the nurturing of the value of excellence in the teacher's community that is then translated to nurturing excellence in the class – is just one of many. Indeed, almost every significant aspect of the community activities has its parallel in the classroom. The teachers' growing awareness of themselves in this framework is analogous to the emergence of greater awareness among the students of their own capabilities and difficulties. Tools such as mutual feedback are naturally employed in both these arenas. Above all, the creation of an open atmosphere, honest talk, mutual respect and trust that forms the basis of quality teaching with students is no less characteristic of the teachers' experience in the community. In this sense, the community functions as a living model and a forum for the preliminary exercising of what will later be applied in the classroom. In some cases, of course, the order is reversed. These embody what we might sum up as an approach of "do not do anything to your student that hasn't first been done to you in the community."

However, the teachers also raised reservations regarding the work in the professional community:

The teachers' comments regarding their participation in the various frameworks of what is referred to as the "community" clearly show that most of them believe that this component of clinical teaching makes a real contribution to the quality of their own teaching. Nevertheless, it is worth distinguishing between the majority of teachers and a minority in this respect. For the majority, and particular for younger teachers, this is a process of learning and empowerment without which they would find it difficult fully to perceive and implement the clinical teaching approach. Others, particularly more veteran and experienced teachers, do not relate to the community in such generous terms, though as we already noted the framework provides an opportunity to refine their professional approach and enrich their repertoire with additional tools and skills. A third group includes teachers who expressed reservations regarding this concept and many of its components. Those who stated their position overtly appear to have less substantive or general reservations, though here and there the reports mention other teachers whose colleagues believe have not gained from the joint learning process and from this experience, and who have effectively stood their ground as teachers and declined to move.

Nevertheless, the clear impression is that the overwhelming majority of reporting teachers underwent a meaningful learning process in the community, including a prominent component of acquiring tools and knowledge, as an experiential and emotional dimension. The community has thereby made a real contribution to their development as teachers and to their ability to achieve what is supposed to be the ultimate test of activity in this framework – a higher quality of work with the students.

A possible reservation that could be raised here is to suggest that the gap between the teachers' community and the class of students cannot be bridged in such a simplistic manner as implied by many of those involved in the process. The more experiential, rich, and elevated the events in the teachers' learning group, and therefore the more these manage to overcome

and rise above the reality in the field, the more likely the possibility that this framework will distance itself from the more prosaic and less sparkling reality that faces teachers in the field. The comments to this effect, of which there are not many, appear in the reports in the context of what were defined as "systemic elements" – aspects such as the large number of students in the class, time pressures, the need to meet the demands of the curriculum, and so forth.

The question is not confined to the possibly natural tension between the "field," which of course is in itself not monolithic, and the community classroom. An even more important factor may be the presence of open discussion regarding this tension and its ramifications. Are these voices raised and given a genuine response, or are they unwittingly blurred and diminished? The number of references to this aspect in the reports is limited, but the following examples illustrate the issue from two distinctly different perspectives:

"If I only followed the approach of the hothouse, it wouldn't be realistic. There's this sword hanging over us to complete the material. You can't always do the ideal thing – it isn't always realistic when we have to cover the material. If we had a freer hand that would really be great, but that's not the situation at present. I imagine that each school can take what is relevant for itself…"

"You can't give too much room to this method in the classroom, because of the time it requires (the activity requires four hours, so it cannot be implemented regularly). But this really heightened our understanding that if you just stand in front of the class and tell them stuff, and you're sure they've understood, it doesn't really work – in the next lesson you realize that they're failing on a similar question. Not every lesson revolves around this axis, but it heightened our understanding of this."

3. CONCLUSION

1. Clinical teaching as a selected teaching method for teachers of mathematics and physics at five units receives significant support from our analysis of the content of the written and oral reports of teachers and directors of the programs in which these teachers participated. These programs do not address the inculcation of clinical teaching, but rather provide enrichment, enhancement, and improvement of the quality of these teachers' teaching, each in its own way and according to its own world of concepts. Precisely because of this, it is very significant that most of these teachers saw a close affinity between the clinical teaching compass and what they learn in the programs, their daily practice as teachers, and the way they teach in their classrooms. These are not individuals who have undergone indoctrination in the method validated here and who therefore express lip service to this ideology. Even if we take into account that these reports were prepared in a semi-professional manner, they nevertheless paint a very positive picture of clinical teaching and of the Trump Foundation's choice to sponsor these programs.

2. Most of the teachers state that the programs they have participated in have benefited them significantly, with an emphasis on programs that, in the language of clinical teaching, embody the interactive teacher-community component. The main benefit is in the sense of sharing, overcoming professional isolation, and improving their professionalism as teachers. Among other aspects, this includes the acquisition of

teaching tools and methods, the clarification of relevant pedagogic issues and concepts, and various teaching and communications skills.

3. Most of the teachers also report a significant change in the way they teach in practice. This change is consistent with most of the characteristics of clinical teaching. This begins with setting more ambitious goals for their teaching, through to creating relationships of mutual trust and respect with the students, and the use of a richer repertoire of teaching methods and tools than in the past, adapted to the students' needs and capabilities, after these have been diagnosed. The teachers sense that this creates change favoring the submission of the students for five units in mathematics and physics and enhancing their achievements.

4. The description by most of the teachers of what happens in the professional learning community to which they belong, and to a large extent what happens in the classrooms, embodies a change in the professional culture and language of teaching. The exposure to clinical teaching, directly and through programs and communities that speak its language, the keywords in their new discourse, and the accompanying values all have a more participatory, social, process-based, emotional, open, and creative character.

However:

5. To what extent is this clinical teaching, or something similar to clinical teaching? Do the manner in which the clinical teaching compass is validated as the common denominator of the Foundation's programs, and the way the teachers actually teach, not also allow for the possibility that what is happening here is a certain blurring of the existing variance in teaching methods and means? Do a number of ways exist to apply the compass, all of which count as clinical teaching? To what extent is this an approach or philosophy of education, and to what extent is it a defined and closed set of behaviors? To what extent is the goal of to create an open process of improvement and depth, and to what extent is it to secure results that can be measured in examinations? The profound inculcation of clinical teaching would seem to demand attention to these questions, too.

6. The affirmation and approval provided for clinical teaching by the teachers in the programs are not identical, even if most of them clearly offer their seal of support and acceptance. A minority of teachers appeared to emphasize the fact that their mature and well-developed teaching method has not changed much following their participation in the program, though it has been enriched through the provision of greater diversity in teaching tools and methods. Some other teachers – by their own statements and as testified by others – have not "connected" to this method. Which of these three groups best represents teachers who have not participated in any of these programs? At this point, it is doubtful whether we can offer a clear answer to this question, particularly since the test is what happens to the regular teacher following participation in the program, exposure to the concepts of clinical teaching, and how he or she is subsequently classified.

7. As noted, the component of the compass relating to the interaction between the teacher and the individual student did not receive the same support and affirmation from the participants in this study as the other components of the model. This finding raises various questions. Firstly, what is the reason for this? Do the teachers lack skills and suitable teaching schools that mean that they are unable to implement this aspect as required? Or does the blame lie in the conditions of learning in the field that make this impossible? Perhaps the problem is not one of learning conditions or the teachers' skills, but rather relates to a lack of confidence on the teachers' part in their abilities, or a lack of conviction regarding the importance of this matter, so that they need to be convinced on this point. Of course, it is also possible that this is merely a matter of poor communication and definitions.
   There is a lack of clarity that obscures such questions as the meaning of work with an individual as part of a class. To what extent do the teachers really understand the expectations presented by the compass? The actual situation on the ground may be much closer to the demands, so that the point of disconnection is indeed the language used to describe the situation. What do individual diagnosis and an individual learning plan really mean? Lastly, if the significant gap between the demands in this field and the actual situation is a genuine one, does this relate to a substantive component of quality teaching, as implied by the frequent references to teaching of a "clinical" nature? Whether the answer to this is positive or negative, there seems to be a need for a thorough clarification of this aspect and of the teachers' work based on the findings presented here.

8. Is there a danger of a "herd mentality" regarding clinical teaching? Although the reports seem to reflect free and open discourse in the various programs, as also inculcated in the classrooms, this question is always present. This is particularly true since it relates not only to teaching techniques, but also to an approach that has a value-based dimension, faith in the system, and even an element of preaching. There is always concern that the vital need to win over minds and to inculcate the preferred educational approach may, by way of an almost inevitable side effect, result in the emergence of a herd mentality that allows more room for criticism within the method than for criticism of the method. This is all the more the case given that we have identified here a change in discourse and communication, as noted above. What about those who encounter difficulties, or who refuse to speak this new language? And what happens when someone challenges its basic assumptions? Do all the teachers joint the programs, or only a certain type of teacher?

9. The systemic factors in the school and beyond are usually mentioned in the reports by way of "background noise" that impairs the ability to implement clinical teaching properly. It is reasonable to assume that the opposite is also the case, but this is not mentioned as often. There would appear to be a need for more information about the school and about other relevant elements in this respect. What barriers impede clinical teaching? What encourages it? To what extent is it supposed to adapt itself to the conditions in the field? Excessive adaptation to the grassroots conditions is liable to damage the aspiration to excellence and lead to a tendency to accept "second best" and mediocrity. Conversely, ignoring these conditions and over-idealizing the system is liable, once the initial enthusiasm wanes, to reveal teachers who have been left behind because they perceived their daily reality as too far removed from the impassioned – but in their view unrealistic – picture presented in the community.

THE TRUMP FOUNDATION'S RELATIONSHIP WITH ITS PARTNERS

Dalia Magnat[3]

Like any relationship, the one between a donor (be it a private philanthropist or charitable foundation) and the donation's recipient (such as an NGO, an academic institution, or educational enterprise) is complex, delicate, and in need of constant attention. But building a good, functional relationship between a benefactor and a beneficiary is further complicated by the great mismatch between the donor, who holds the resources, and the recipient, who often has greater professional expertise. In other words, the relationship suffers from an inherent imbalance.

A better understanding of the profound significance of this relationship emerged at the beginning of the 21st century as the world of philanthropy started paying particular attention to it. If, in earlier eras, philanthropy consisted mostly of material, especially financial, help of do-gooder organizations and projects whose objectives and activities touched donors' hearts, at this point philanthropy had undergone tremendous changes. It has become professionalized, strategic, and focused, and in many cases philanthropists have gone from being merely donors to full-fledged social investors.

New professions and specializations have emerged, and the people working in them are in high demand by both philanthropists and civil society organizations: experts who measure the ROI of social investments and consultants for philanthropy and social strategy. The professional lexicon has been expanded to include expressions borrowed from the world of business, reflecting the donors' desire to see their investments managed professionally and wisely, and yielding a positive return.

The Trump Foundation began its philanthropic activity in the complex arena of Israeli society toward the end of 2011. Its objective was ambitious, namely to create solutions to a problem the foundation viewed as a national need: to stop the once-excellent high school math and science programs from deteriorating further and help schools expand the circle of math and science excellence by means of highly gifted and qualified instruction.

This document is written as a result of two comprehensive surveys undertaken in 2014 and 2016, which examined the relationship between the Trump Foundation and the recipients of its grants, as well as institutions and organizations that share its goals and work together to reach them but do not receive financial support from it. It is based on interviews with the foundation's staff which were held in May 2016, a few weeks before the second survey was launched. This timing was chosen in order to focus on what the foundation did in response to the results of the first survey and then to analyze these actions in light of the results of the second survey.

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AN INFORMED INVESTMENT IN BUILDING TRUST, OPENNESS, AND MUTUAL RESPECT

From its very first day, the foundation's staff understood that its success – or failure – depended on the quality of the relationships it would build with its partners. The staff therefore made a deliberate decision to invest significant efforts and resources into this area. This decision affected the foundation's construction both in terms of manpower, as it dictated the selection and recruitment of personnel suited to the same worldview, and in terms of technology, and the consequent choice of a CRM system to help and follow up on relationship management.

The foundation chose to face the challenge of building an intimate relationship with each of its partners and grant recipients based on good communications, openness, honesty, mutual trust, and respect. The foundation felt that such a relationship was a necessary condition for a successful partnership between a financing foundation and its recipients, even though this was clearly not an easy task given the inherent imbalance between the sides.

To build and strengthen its relationships with each one of its partners (in this document, the terms "partners" also refers to grant recipients), foundation personnel do not rely only on formal relations but work hard to deepen their familiarity with their partners and foster close connections with them. The goal is to create a dialog conducted completely honestly and with fully transparency, establish an open line that will encourage the partners to contact the foundation's personnel with any question or hesitation, and ensure the willingness – both of the partners and the foundation's staff – to accept criticism and feedback in real time, immediately implementing changes and corrections without wasting any time.

Choosing the Trump Foundation's partners, especially the grant recipients, required a great deal of thought and much discernment, and was informed by a conscious effort to find as great a alignment as possible between its values and institutional DNA, on the one hand, and those of its partners, on the other. This was the result of the foundation's view of itself as temporary scaffolding that supports a building for a certain period of while. Once the scaffolding is removed, however, the building must be able to stand on its own.

THE 2014 SURVEY: THE HONEY AND THE STING

Understanding the importance of relationships with its partners, the Trump Foundation decided to examine the issue in-depth and learn where its strengths lay and where it needed to improve or change. The foundation contacted the Center for Effective Philanthropy, a nonprofit organization, which over the 15 years, has surveyed more than 300 foundations and their relationships with their partners. These surveys are considered an important tool for comparison and study in the world of professional philanthropy.

In 2014, CEP undertook a comprehensive, in-depth survey of the Trump Foundations' recipients by means of a GPR (Grantee Perception Report). The survey, which CEP developed, is carried out anonymously; it is based on a qualitative and quantitative analysis of findings, and it answers critical questions with which foundations' professional staffs and boards of directors have to deal on a daily basis. (For the full 2014 report, please click here.)

The survey's findings were examined, analyzed, and presented in comparison to CEP's large database constructed over 15 years of research and activity, including feedback from more than 50,000 grant recipients, as well as comparative data from eleven foundations of a similar nature to that of the Trump Foundation. Many of the findings surprised the foundation's team, both for good and for bad. The most prominent findings are cited below.

THE TRUMP FOUNDATION: THE DECADE'S RECORD-HOLDER IN PARTNER RELATIONS

In the 2014 GPR survey, the Trump Foundation received extremely favorable feedback on its relationships with its partners and the quality of its communications with them. The marks grantees gave it were the highest given to any foundation in similar CEP surveys conducted in the past decade. The foundation's process for selecting beneficiaries and partners and its reporting and *assessment methods also earned high grades from survey participants. However, when it came to the impact the foundation has on the organizations it supports, their areas of activity, and the communities they want to effect, the feedback was less positive. The survey would seem to indicate that the relatively low grade on impact was primarily given by the grantees who received the smaller and less strategic grants.*

ALMOST ALL FOUNDATION PARTNERS BELIEVE IN ATTAINING ITS GOALS

The survey's main finding showed that almost all its partners (90 percent) believe that its goals can be attained. Most of the respondents said that the foundation's strength is reflected in its strategy and focus. According to the CEP's database, the clarity with which the foundation presents its goals earned higher marks than those received by 96 percent of all philanthropic organizations in the world! About one-third of the survey participants attributed the following strengths to the foundations: mutual relationships with grant recipients and partners; professionalism; providing trust; openness to new ideas and initiatives; flexibility and willingness to cooperate; and providing the feeling that its door is always open.

Some of the respondents favorably noted the foundation's willingness to finance projects not supported by the Ministry of Education, its innovative spirit and responsiveness to real needs, its focus on real difficulties in Israeli education, and the foundation's sense of mission. Furthermore, survey participants favorably noted that foundation's personnel had great understanding and up-to-date knowledge of the fields of activity of grantees and partners.

It is interesting to note that the survey findings indicate a controversial approach to the Trump Foundation's strategy: while most of its partners saw its clear focus as a strength, almost one-third of respondents defined the narrow scope of activity on which the foundation focuses and the way it chooses to realize its strategy as a weakness. The survey authors recommend that the foundation explain to its partners why it has opted for this particular strategic approach and why it believes it is the right way to attain its goals.

Most grantees noted that, in addition to the financial grant, they also received other help from the foundation designed to help them succeed in their mission. Of the foundation's partners, 74 percent explicitly stated their wish for the foundation to make greater efforts to facilitate

joint encounters with organizations sharing the same goals; 81 percent of grantees and 63 percent of the partners who do not receive grants noted the usefulness of small group encounters focused on specific topics. Most of the survey participants said that enrichment events with various experts were useful.

LOW RATE OF IMPACT: A DISAPPOINTING FINDING

Alongside the pleasant surprise of being so highly ranked in terms of relations with partners, the 2014 survey also included a finding that disappointed the foundation's team: it would seem that the grantees, especially those whose grants are smaller and less strategic, ranked the foundation's rate of impact on their organizations, areas of activity, and their ability to continue their programming (supported by the Trump Foundation) after the duration of the grant in a less positive manner than the grantees of most foundations examined by the CEP.

The disappointment of the Trump Foundation's team with the low marks the respondents gave to the impact on the grantees' areas of activity drove the foundation to look for the reasons. One possibility is the relative youth of the foundation, which was only two years old when the survey was held, and had thus not had an opportunity to leave much of an imprint. Another possibility is that most of the media efforts of the foundation emphasized the problem, presented the difficulty, and placed warning signs for all involved to see.

CEP researchers felt that the main reason is that the foundation does not sufficiently stress the direct link between its activity with teachers and the results attained on the ground. This in intentional on the foundation's part, as it seeks to encourage a sense of ownership and joint responsibility of all parties involved, and makes sure that credit for good results is shared among all, rather than being attributed solely to the foundation.

The foundation's personnel were particularly disappointed that the survey indicated that the foundation has no impact on the organizations it supports. The finding was explained as being the result of the fact that the foundation finances a single program within a larger organization and does not support the organization as a whole, which holds other activities in different fields. Therefore, the foundation's dialog is mainly with the professionals in the organizations' working ranks rather than with decision-makers.

THE FOUNDATION AS A FACILITATOR OF MOBILIZING, CONVENING, AND NETWORKING

Two-thirds of the foundation's beneficiaries said that, in addition to the financial grant, they received foundation help in getting to know the leading institutions in their field and working with them. About one-half of grantees benefitted from consultation in their fields of endeavor. Some 61 percent of foundation partners reported participating in at least one conference initiated by the foundation. The survey further showed that participants of conferences, day-long seminars, and forums for exchanging knowledge and information between professionals were viewed as being particularly helpful.

WHAT DID THE TRUMP FOUNDATION DO FOLLOWING THE 2014 SURVEY?

The survey results came in just as the Trump Foundation was gearing up to expand its activities. The foundation's strategic roadmap described this stage as the transition from "stepping on the breaks" to "stepping on the gas" in order to reach significant growth in excellence. The concern was that because of the growth in the number of partners and scope of activity, as well as the expansion of foundation team and the hiring of new staff members, the boutique-like quality of relations with partners would be at risk.

Therefore, the foundation decided to significantly increase its role as convener, i.e. to act as a facilitator of connections, working relations, and cooperative ventures not only between the foundation and its partners, but also – and especially – among the partners themselves. To do so, the foundation moved its offices to premises that are appropriately equipped to allow partners to meet, hold workshops, run seminar and hold conferences.

This is a type of role that strategic foundations around the world assume on, recognizing that they are able to enlist different partners for a shared goal and provide everyone with a non-competitive environment in which knowledge is shared and cooperation is encouraged. The foundation also launched a "network clustering program", allowing institutions running similar programs in different locations to learn together and pool resources.

This aspect of the Trump Foundation got positive feedback in the assessment survey that Dr. Yael Steimberg conducted in January 2016. Participants expressed their wish for the foundation to continue strengthening its presence as a convener. Participants noted that the foundation's help in networking is extremely useful and, as such, they view the foundation as a partner in shaping their path as it is very knowledgeable about education and is familiar with the needs on the ground.

As for the finding that the foundation has no real impact on the organizations receiving its grants, the foundation held several internal discussions about it. At these discussions, various optional actions were discussed, including the implementation of an organizational effectiveness program. The conclusion was that the foundation does not have the ability to make a substantial change that way, because most of its partners are large, well-established, older organizations.

In light of this, the foundation decided to embark on two specific plans. One is periodically convene the senior echelons of its partner organizations. An example of such an initiative was the summer 2015 meeting with some twenty Israeli organization heads and leading figures in education, government, the academe, and industry, who were invited to dinner and a conversation on "The Drive for Excellence and the Israeli Character."

The second activity the foundation decided to implement was to enhance the due diligence the foundation performs on organizations before deciding on providing grants. The purpose of this is to ensure a good match in terms of strategy and way of thinking between the foundation and the organization. These steps were formulated in response to the recognition that, because the foundation cannot deeply influence organizations, it should at least select the ones who see eye to eye with it on fundamental matters.

In terms of the media strategy, changes were made consequent to the 2014 GPR survey. When evidence of the foundation's success started to come in – that the drop in 5-unit graduates had been curbed and the number of new teachers had risen – the foundation began reporting to the public. The foundation's website was updated to reflect the achievements and to describe the connection between its actions and the successes.

FINDINGS OF THE 2016 SURVEY: ROSES AND THORNS

At the beginning of September 2016, the Center for Effective Philanthropy provided the Trump Foundation with the findings of the second GPR survey conducted three months earlier. The survey examined the stances of 50 grantees and 35 foundation partners about their relations with the foundation. The findings of the new survey were compared to the survey conducted in 2014 in a similar format, which set a high – sometimes very high – bar for many of the areas examined. But they also revealed some problems with relations with some of the foundation's partners. (For the full 2016 report, please click here.)

The foundation's team anticipated the new survey with mixed feelings: on the one hand, they hoped it would indicate that the successes of the past had been retained, and that there had been a change for the better in the areas where it had earned low marks in the previous survey and for which steps had been taken; on the other hand, they worried that the survey would reveal new problems that had started between the two surveys, or that the findings would indicate the foundation was slipping in certain areas.

Reactions such as "The foundation is creating a model of possible leadership in the world of philanthropy" and "We have a professional home with a clear social agenda and ideology… It is not self-evident and goes beyond what one expects," and also "Matter-of-fact processes, excellent interpersonal relations, excellent trust, and significant autonomy in the grant," were a source of satisfaction and professional and personal pride for the team.

By contrast, remarks such as "In my own interactions with the foundation, I experienced a lack of clarity and vagueness. It wasn't clear to me what they want" and "Unfortunately, over the years, the foundation has become more structured and less accessible for discourse" disappointed the foundation's management.

But the new survey also noted a significant improvement in the high grade the foundation received for the impact it has on public policy and on knowledge and achievement in math and the sciences in high schools. "It is truly impressive to see how the idea of increasing the number of students doing 5 units of a subject becomes central in schools and in the Israeli public discourse thanks to the foundation's work," said one of the foundation's partners. Another participant noted that he views the foundation "as a powerful creative engine, making a real change in the teaching of math and the sciences in Israel."

On the other hand, the impact of the foundation on the partner organizations again earned relatively low marks, considered average among world foundations surveyed by CEP. The foundation's staff knew that the nature of the foundation's activity (grants to large organizations directed at specific activities) would not allow the foundation to have direct impact on the conduct of the organizations. Nonetheless, the expectation was that the good

relations with the working echelons would also be expressed in their indirect effect on their organization.

FOCUS, PROFESSIONALISM, EXCELLENCE, AND PARTNERSHIP

Some 82 percent of the new survey's participants said that they had received a particularly good, even-handed attitude from the foundation. On this point, the Trump Foundation enjoys a very high ranking in CEP's database. Also, the clarity with which it communicates and explains its goals and strategy earned the foundation in the new survey, as in the previous one, particularly high grades – in the 97th percentile of all the foundations in the world.

When the participants of the 2014 survey were asked to find one word that would best summarize and define the foundation, the most-used words were "focus," "professionalism," and "excellence." In the 2016 survey, these definitions were joined by a new concept, which was constructed over the last two years in a dialog between the foundation and its partners, a word of which the foundation can rightly be proud: "partnership."

Even in the 2014 survey, it was clear that the recipients of the large grants (at least NIS 450,000) gave the foundation a higher grade than the organizations receiving smaller grants. This trend was present also in the new survey. The reason may be that the larger the grant, the larger its presence; it is more significant and noticeable in the portfolio of activities of the receiving organization and also usually requires greater interaction between the organization and the foundation.

In contrast to this positive datum, the Trump Foundation received a low mark in openness to opinions and ideas about its strategy, despite the foundation's concerted effort to clarify its strategy to all its partners. Many participants of the new survey expressed a desire for the foundation to expand its fields of activity beyond math and the sciences and enlarge its target audiences.

The message of all of the above seems to be that the foundation's success in math and the sciences has caused its partners to develop high expectations, appetite, and the hope that the foundation will adopt additional goals.

Some 40 percent of grantees said that, in addition to the financial grant, they also received invitations to encounters and discussions with professionals and colleagues, and were provided with information relevant to their fields. Some 85 percent of survey participants – a higher percentage than in the past – participated in at least one event initiated by the foundation in which grantees and partners were brought together, in a workshop, a professional conference, or a group discussion.

This realm of activity, which was significantly strengthened consequent to the findings of the previous report, is greatly appreciated, and beneficiaries of this aspect tended to rank the foundation more positively also in other areas.

The new survey indicates that all grantees and partners have close relationships with the foundation, and their interactions with the staff were ranked more highly than usual in a typical foundation, a finding similar to that of the previous survey. Nonetheless, many of the

survey participants suggested the foundation further improve its interactions with them and increase their frequency.

In contrast to the positive grade that the Trump Foundation earned for its relationships with its various partners, the accessibility and availability of the foundation's staff were ranked lower than in the past; its grade is now in the typical range rather than higher, thus fulfilling the concern the staff expressed before the findings of the last survey came in, i.e. that the increased scope of activity and of the staff would harm the close relations that had characterized the foundation in its early years.

CONCLUSIONS AND RECOMMENDATIONS BY THE FOUNDATION MANAGEMENT

In the two years since the first survey, the foundation made concerted efforts to implement its recommendations and act on its insights, preserve the perceived strengths, and improve the weaknesses indicated. The findings of the new survey show that some of these efforts were crowned with success, but there is still room to improve and revamp in some important areas.

It is interesting to note that, over time, there is consistency in the feedback the Trump Foundation receives from its partners. If, after the first survey, some doubted the findings of the first survey and felt they were due to the foundation's youth, now we have a clear picture of how partners see the foundation. This pattern indicates a clear strategy, broad mobilization, and influence being wielded above and below the heads of the organizations with which the foundation cooperates.

Given this, the foundation should consider the possibility of holding a constant, long-term dialog with the decision-making ranks of its key partner organizations, and not rely only on professional relationships at the working levels. If there are organizations with which the foundation has excellent cumulative experience, it may be to the foundation's advantage to consider putting its full weight there and deepening its professional and organizational cooperation with them.

Furthermore, the foundation should consider making the effort to hire new staffers and help them assume responsibility for relations, while maintaining the close nature of the partnerships. It may behoove the foundation to reconsider the necessity of some of the work processes it imposes, especially those that were added as part of the growth of its staff and activity.

THE PHILANTHROPIC APPROACH OF THE TRUMP FOUNDATION

Guy Ravid

INTRODUCTION: A Philanthropic Gamble?

An article published in the winter of 2016 in the Stanford Social Innovation Review (SSIR) under the title "Taking a Big Gamble on Social Change" identified a broad gulf between the willingness and desire of donors to promote real social change and their actual commitment to this in practice. According to the article, written by staff members from the Bridgespan consulting non-profit, while 60 percent of major philanthropic foundations claim that social change is one of their priorities, only 20 percent of them invest significant sums in projects that advance this objective.

It is important to appreciate that simply focusing on an objective does not guarantee success. Indeed, there are numerous examples of substantial investments that have come to nothing, such as the 200 million dollars invested over a decade by the Northwest Foundation. The investment did nothing to change the reality facing hungry people, and actually worsened their dependence on food banks. Conversely, scattering small investments over a large number of goals and projects obviously reduces the probability of meaningful change and leads to frustration among donors interested in such change.

How is it possible to secure significant progress in tackling a social problem? According to the writers from Bridgespan, this can be achieved when an investor does not confine themselves to local or random outcomes, but examines the causes of the problem in depth and works to develop an organizational infrastructure and decisive capability enabling a real response. The risk this entails is high, since it is rare to find social organizations that have the appropriate capabilities to make real progress. In many cases, the investor will need to roll up their sleeves and provide micro assistance in the development of such organizations. Secondly, it is important to maintain a balance of forces with the supported organization, since the organization has practical experience and enjoys an advantage in the provision of the service. If the payer takes control of the piper, this advantage may be lost. Thirdly, it would seem that a philanthropic gamble must be built on relations of trust between the investor and the leaders of the supported organizations. Intimacy and proximity help calm both sides and enhance their willingness to take risks.

Investors want to know with a reasonable level of certainty that their investment will yield social "profits." They are willing to make compromises regarding testimonies, measurements, and comparisons in the absence of scientific proof. Conversely, when a very substantial sum of money is invested in a focused objective, it is easier to allocate an appropriate portion for ongoing, high-quality, and in-depth research. Research is also important to document what works and what does not, in order to help similar players in the future who in turn work to reduce the social problem.

An investor considering a philanthropic gamble must also take into account image-related risks. Past incidents – including some in Israel, such as the donation to the Tel Aviv Museum by the Ofer family, which did not come to fruition – show that the media are quick to depict large donations as a failure and lack the patience to wait to see the outcomes. Such stigmatization can accompany the investor for a long time to come. Precisely because of the unusual gamble they entail, such investments face unusually high expectations. Several conditions are needed in order to overcome this heightened risk, including the added value of the investment – that is, recognition that without the investment no change would have taken place at all. Equally, of course, the investor's objective, values, and beliefs must be compatible with those of the supported organization.

The philanthropic market in Israel is small in comparison to the United States. Is there room here, too, for massive focused donations and for philanthropic gambles that are calculated and considered, but not without an element of risk? Is the Israeli public tolerant of such risks, even when they are made with private money? Is it right to prefer large and focused investment as opposed to dispersing donations across diverse fields and objectives? The example of the Trump Foundation may offer some answers to these questions.

FRAMEWORK AND CONTEXT

The Trump Foundation is an Israeli foundation that has been active in the field of education since its establishment in 2011. Unlike most foundations, it is spend-down, and from the outset it set itself the goal of attempting to secure its objectives within one decade. The "strategic roadmap" prepared by the foundation when it embarked on its activities notes that after five years it would look back in order to analyze and learn from the decisions made and the initiatives launched, both for the purpose of internal learning and improvement and in order to disseminate its knowledge to the philanthropic and professional community. This report, which seeks to document the foundation's philanthropic methodology and theory of change, is one of a number of efforts the foundation is making to engage in this process of reflection.

The documentation centers on the concept of success: Has the foundation managed to generate the change it defined when it began its work? It is important to emphasize from the outset that a social investor usually encounters complex difficulties, since it is very difficult to identify a successful investment in the social field. It is far from easy to attribute any particular outcome to a specific donation from a single source; in many cases, a very long time elapses between the date of investment and the change it creates; there are almost no testimonies or real evidence that can indicate that change has begun, gauge its degree or strength, or evaluate its impact on the beneficiaries. In the absence of the financial bottom line, various methods are used to evaluate impact, but almost all of these face problems of validation and reliability, as well as difficulties hampering comparisons to other social investments. This complexity leads many social investors to select one of two macro strategies:

Some investors choose to abandon the attempt and to confine themselves to anecdotal successes, or to collating success stories (story telling), thank you letters, certificates of appreciation, estimates of the number of participants in the funded activities, and – above all

– gestures and acts that create emotions, provide justification for the donation, and reinforce the affinity between the donor and the recipient. The advantages of this approach include the limited resources it requires, the emotional dividends it provides, and the fact that it is impossible to argue with its conclusions.

Conversely, other investors choose to define measurable objectives, collect data, document patterns and trends, learn lessons, evaluate changes and attempt to measure at least some of these changes. This enables them to attempt to establish whether and to what extent the desired change has taken place, and whether change has improved the beneficiaries' lives or reduced the social problem the resources were intended to address. This approach is difficult and expensive to implement and demands patience. The resources invested in this process may come at the expense of direct investment in solving the social problem the investor planned to address. Nevertheless, this is the best available way to draw real conclusions regarding the quality of the investment.

Along the axis between these two approaches, the Trump Foundation is a strategic philanthropic foundation that belongs to the second group.

WHAT IS STRATEGIC PHILANTHROPY?

A distinction is usually made between traditional philanthropy and contemporary philanthropy, also known by many other names – modern, professional, systemic, formative, involved, entrepreneurial, tactical, and strategic philanthropy. Traditional philanthropy was shaped in the Western world over recent centuries in forms of giving whose common denominator is the relatively low involvement of the donor in the ramifications of their donation, accompanied by an approach that mainly reflects compassion and empathy and does not claim to change social orders or repair social problems. Traditional philanthropy embodies unconditional giving, but makes no pretense of addressing the root of the problem. Instead, it seeks to secure a temporary improvement in the spirit of the needy.

It is difficult to pinpoint the precise stage at which a change began to occur in the character of philanthropy. Moreover, even today many philanthropic bodies, and certainly private donors, act in a way that meets the traditional definition of philanthropy. However, the trend to emphasize professionalism, systemic and rational action, and strategic thought is gathering pace and is being adopted by philanthropic foundations around the world. Today this is the "lingua franca" of the field, even if in some cases it is no more than lip service.

Some foundations, both traditional and strategic, deliberately choose to disperse their resources across diverse fields. They do so due to a genuine desire to solve numerous social problems, without any binding order of priority, or out of concern about putting all their eggs in one basket. In other cases, the motivation is to benefit all the public sectors without discrimination. In some instances this policy is consistent with their commercial approach and interests. Others choose to focus on a specific field, a single social problem, or a population with distinct characteristics. There are few foundations that can concentrate resources and efforts in a manner similar to governments in an attempt to confront the "big issues," as Harvey and Brest note in their book (Money Well Spent, 2008). A single foundation cannot assume responsibility for poverty and must focus its efforts. It is impossible to

overestimate the importance of recognizing the limited power, resources, and capabilities of a philanthropic foundation. Assuming that the total donations of philanthropic foundations to society as a whole are negligible, relative to government budgets, a policy of dispersing philanthropic resources can be compared to purchasing every available insurance policy in the market.

It has not been easy for concepts from the world of business – such as strategy – to enter the world of philanthropy. Players in the field have done their best, and continue to do so, in order to defend the boundaries of their field, arguing that business tools not only do not bring any benefit, but actually damage the pure qualities of philanthropy, such as the volunteering spirit. The early pioneers who promoted strategic discourse did so on the basis of a need to justify their giving in the same manner in which they make business decisions. In the absence of a bottom line, they sought alternative tools that could be used in order to compare potential investments and identify successful opportunities. Dozens, if not hundreds, of tools of diverse kinds have since been developed for measuring social outcomes (GIIN, SROI, OCAT, and many others, most of which can be found on the TRASI website). Nevertheless, there is still no universally-accepted model for measuring social impact, though several tools provide a relatively successful approximation.

Peter Frumkin, one of the most prominent theoreticians who support the strategic approach, argues in his book Strategic Giving (2006) that precisely because of the difficulties involved in objective measurement, it is important and worthwhile for philanthropists to focus on a logical decision-making process. He recalls that every philanthropic investment constitutes a response to a public and not a private problem – a subject of issue that requires the catalysis of resources and commitment. Giving realizes its potential when the giver brings their preferences, values, and basic assumptions to the process. It can apply solutions that governments cannot implement, if the donor also brings their own life experience, commitment, and caring. The way to solving problems rests with those who respond to the challenge, and donors, too, cannot shirk this responsibility. They must decide what should be done, what is worth doing, and how – and these are purely strategic questions.

What is strategy? Frumkin proposes a model that helps the investor to ask themselves five questions:

1. Values. What do I believe in, what motivates me, what has value for me, what is important to me, and what am I not willing to give up? How will my giving reflect these values and priorities?
2. Theory of change. What is the logical and causal model and what is the sequence of actions that will lead from the current reality to the desired reality? What is government's function in providing the solution to the problem and what relationship must I develop with government?
3. Agents of change. What social organizations should I invest in in order to realize change? What coordination is needed between all the players in order for change to occur effectively?
4. Philanthropic style. Do I want to micromanage, take risks, cooperate with other funding bodies, support new projects or proven ideas?

5. Timeframe. When is the right time to invest in the organization and the initiative, for how long should I invest, what is my exit strategy, and how will sustainability be ensured in the long term after the foundation ends its grant?

In their book Give Smart (2011), Tom Tierney and Joel Fleishman suggest a slightly different model. The six questions that a donor must ask themselves are: What are my values and beliefs? What is "success" and how can it be achieved? What am I responsible for? What do I need to do so that the work will take place? How should I work with the supported organizations? Am I getting better? The authors claim that ignoring any one of these questions will reduce the changes that the donor will secure the desired outcomes.

The theory of change and the logic model are basic tools in strategic philanthropy. The logic model details all the resources and relevant actions for inputs, actions, outputs, outcomes, and impact. The theory of change specifies how the social problem will be solved or alleviated, how the foundation's actions will catalyze and impact on the social system, and how the activities will expand to a broad scope over time.

These are important tools for planning and evaluation, but they also serve as the "psychological contract" between the foundation and its partners. However, the use of these tools demands modesty due to an underlying problem: However effective intervention may be, it is not responsible alone for any given outcome. Numerous complementary and competing variables also come into play and contribute to strengthen or weaken a given trend. No outcome can be attributed exclusively to a single investment. It must also be recalled that a logic model is not a closed system, rather it is dynamic and influenced by external factors. The logic model is particularly suited to organizations that focus on a particular field of activity, but may prove misleading or problematic when applied to organizations that run multiple initiatives in different fields. These reservations may deter potential investors, but there is no replacement for a commitment to the desired change on the part of the donor and an attempt to identify the causal relationship between the donation and the change. In the final analysis, every donation entails risk. The principal motivation for a logic model is not planning or evaluation, but the clarity it offers from the donor themselves, enabling the identification of the approach that will secure the desired outcomes to the best of the donor's judgment.

THE CASE OF THE TRUMP FOUNDATION

Let us return to the question of the philanthropic gamble. To the best of my understanding, the specific initiative launched by the Trump Foundation – which is similar to that of the Avi Chai Foundation, with certain differences – meets the definition of the experts from Bridgespan and constitutes a philanthropic gamble, certainly by reference to the overall scope of philanthropic investments in Israel. An investment of 600 million shekels over a defined timeframe of 10 years in a clearly-delineated sphere of activity, part of which requires the establishment from scratch of mechanisms, partnerships, and projects, certainly constitutes a philanthropic gamble. If successful, it may change fundamental patterns, reverse tends, and create social change with ramifications in the fields of education and higher education, employment, entrepreneurship, innovation, and so forth that will be felt over the

coming generations. Conversely, failure – or failure to identify failure – will throw into the literal garbage can and the garbage can of history vital funds, and is liable to impair future philanthropic initiatives.

In the case of the Trump Foundation, the key word is opportunity. The book "Startup Nation" appeared in 2009, highlighting Israel's unique capabilities. The family and the founders of the foundation realized that education was the field in which they should be investing. In contrast to the traditional philanthropic approach, the founders did not want to establish a charitable organization. Rather, they identified a social problem and felt obliged to remedy, or at least to improve, the situation. From the outset the foundation was motivated by a clear sense of urgency. It decided to focus on mathematics and science education as an engine capable of pulling forward the other carriages on the train.

The founders recognized that while a window of opportunity for improvement had opened, it would not remain open for long. Accordingly, they decided to focus their efforts rapidly and over a set timeframe. A second opportunity was largely responsible for shaping the foundation's theory of change and its decision to concentrate on a specific and unique niche. Although the Israeli government renewed investments in education, and indeed did so at a level above the average for the OECD countries, the results of international measurement tests published in 2009 (particularly the PISA tests, which examine not only literacy and reading skills but also the atmosphere in the school) positioned Israel below the average for these countries. This suggested a gulf between the investments made by the Ministry of Education and the results, and raised concern that Israel was beginning to lag behind in a field in which it had been thought to enjoy a relative advantage. Moreover, the figures showed that other countries, such as Poland and Canada, had managed to progress and to improve their relative position in the ranking significantly, presumably thanks to pinpointed investments. These findings were an eye-opener for many people, including the founders of the Trump Foundation.

Two years earlier, the McKinsey report examined the factors behind the success of the best education systems in the world. The report noted the lack of success of structural and budgetary reforms in securing change in education systems, and identified the principle factor on which almost everything depends: the teachers. The report convinced many people that improving students' achievements requires investment in the human dimension, i.e. teachers and the quality of their teaching, and that it was now possible to learn from the experience of countries that have been successful in this respect. More importantly, the Israeli education system was also aware of a window of opportunity that might close, and was willing to listen to new ideas that could change the situation. The desire to exploit these opportunities led the Trump Foundation to a promising starting point. Now it needed to choose a course of action to realize the founders' vision. The question was – how exactly should this be achieved?

WHERE TO PUT THE FOCUS?

The "why" had been clear to the founders of the Trump Foundation from the outset, but they now had to translate this into the "how" and "what." It is apparent that the process of preliminary clarification has become embedded as the foundation's preferred modus operandi and is returned to repeatedly. Open and transparent consultation that welcomes criticism, comments, and changes of wording, resulting in a strategic document that is coherent yet open to all and more complex than usual in the field, have become the foundation's hallmark and a source of pride for those who work in it. Alongside the considerable investment in this process, it offers additional advantages, particularly in terms of the organizational culture and the development of awareness and legitimacy inside the organization and beyond regarding the spirit of the foundation's actions. The involvement of people from within the organization in the process of drafting these founding documents may secure at least two positive outcomes: It creates a common language and common denominator that facilitate coordination, synchronization, cooperation, and the reduction of room for error and opposition; and it reinforces the sense of ownership of all those involved in the final document. From an external perspective, the process itself conveys a sense of seriousness, professionalism, and credibility, while the content of the document conveys hints and messages to all the stakeholders, helping to coordinate expectations and even delineating methods and objectives for potential partners. To an external observer, the large number of drafts produced before the final version, and the element of transparency that exposes interim comments to anyone interested, may convey a sense of confusion. Others, however, will find in this practice a calming message of self-confidence.

The foundation's professional staff drew two alarming insights from their initial encounter with the various reports. The first was that the dramatic gulfs were evidence of a real problem. The second was a combination of modesty and concern: they gained the impression that the problem was so profound and extensive that any solution would require cooperation with numerous bodies. Rather than abandoning the issue and surrendering to the scale of the challenge, however, they decided to confront it head on and to turn to the world of knowledge in order to locate appropriate solutions. The sense of urgency and the recognition of a transient window of opportunity filtered through to the professional staff, who embarked on a series of consultations with experts from the educational field and the world of philanthropy in order to brainstorm and receive feedback on their preliminary ideas. After much discussion, the foundation decided to concentrate on teachers, and in particular on tools that would enable teachers to devote their time, capabilities, skills, and energy to the 15 percent of students who belong to the second circle around the circle of outstanding students. The foundation deliberately refrained from declaring that it was "dealing with education." Although such broad definitions are common and facilitate flexibility, they tend to have the opposite impact to that sought by the foundation. The Trump Foundation prefers a precise and defined process, with clear components that can be realized during its lifespan, rather than a vague definition whose successful implementation cannot easily be gauged.

Many educators and educational experts face a dilemma: should they focus their efforts mainly on the outstanding students in each class, hoping that the engine will pull forward the other carriages in the train; or should they invest in the weaker students who need the most help, to prevent them falling behind and slowing down the class? The Trump Foundation decided to set aside the layer of outstanding students, comprising approximately six percent

of the total student population, based on the assumption that they need less help than their peers. It decided to focus its investments on the 15 percent of students who form the second circle, and who can move forward to expand the circle of outstanding students. After studying the issue and understanding the data, the foundation reached the conclusion that these 15 percent do not belong to any particular population sector and do not share a common profile. Neither was any difference found between the center of the country and peripheral areas. On the contrary – these students come from diverse population groups and are regular youngsters in every respect. This fact helped shape a program that is "blind" to the different sectors and facilitates investment across groups and regions, without the need to prioritize any specific group.

THE FOUNDATION'S EVOLVING STRATEGY

As a self-aware foundation that applies strategic thinking, the Trump Foundation engages in frequent discussions of its strategy, revising and adjusting its perceptions on the basis of insights drawn from discussions with experts, the encounter with the field, and analysis of its own activities. In a departure from the usual practice in Israel, the foundation also involves the public, inviting stakeholders (albeit passively) to comment and make proposals concerning its strategy, as published on its website in a series of documents.

The first document, published in 2011, emphasizes the window of opportunity that has opened, through which the foundation plans to launch an initiative to improve the quality of education in Israel. The foundation identified an awakening of interest in the issue in official circles, based on the analysis of the deterioration in the achievements of Israeli school students in international tests. The government announced a change in its policy on teachers' salaries and set itself the ambitious goal of closing the gap in knowledge between Israeli students and their peers overseas. From the very beginning, the foundation developed a clear and precise theory of change. It decided to focus on mathematics and science studies, and to attempt to motivate students to choose to study at the five-unit level in the matriculation examination. This was to be achieved through investment in improving the quality of teachers. This outline remained unchanged in the subsequent documents. Three programs of activity were also apparent from the first document:

On the basis of the model presented by Joel Fleishman in his book, "The Foundation" (2007), the Trump Foundation adopted three strategies for promoting high-quality teaching in mathematics and the sciences in post-elementary schools in Israel: Recruiting excellence in the service of education; nurturing clinical expertise among teachers; and modeling support networks for high-quality teaching. The foundation decided to play a distinct role in each of these strategies. Fleishman suggests that foundations can choose to play one of three roles: driver, partner or catalyst.

The Trump Foundation chose to act as a catalyst in its plan to recruit excellence to teaching. The foundation's goal was to ensure that the teaching profession is led by capable teachers who can have a positive impact on their students. The attractiveness of the teaching profession depends on numerous variables, most of which lie beyond the foundation's sphere of influence. The foundation decided to create examples of success that would attract the

most outstanding teachers. Given the unpromising starting conditions, the foundation was obliged to initiate preliminary training and jumpstart its routine activities.

The Trump Foundation chose to act as a driver in its program to nurture teachers' clinical expertise. The innovative concept of "clinical teaching" refers to the strengthening of teachers' practical capabilities in the classroom, alongside specific professional knowledge. These skills enable teachers to provide a response for every student in a heterogeneous class; to diagnose each student's capabilities; set them a high target; adjust teaching methods for their needs; monitor their progress; and provide constructive feedback. There was no need to invent the aspect of teacher training from scratch, since training institutions and professional development frameworks are already engaged in the nurturing of teachers' content-based knowledge. However, in order to complement this knowledge with the required clinical skills, the foundation chose to work with these institutions, helping them to build components for more practical professional development focusing on the student's learning. The foundation would later act as a driver with its partners, connecting these basic components to form a center of expertise to advance the field in Israel.

The Trump Foundation chose to act as a partner in its program to model networks for supporting high-quality teaching. An excellent teacher needs a support network so that all of his or her students can secure high achievements. This support network includes various components, such as work methods, the use of technology, a professional community, infrastructures, and management. In the initial stage, the Trump Foundation would assist in the development and introduction of a professional infrastructure for these components, in order to ensure that they are available to the education system. In the second stage, the foundation would partner with a small number of local authorities and school networks, helping them to model the successful implementation of all the components.

The aforementioned initial document clearly defined the undesirable phenomenon that the foundation sought to correct and presented objectives for realizing change. Even if the document did not fully clarify the causal connection between the intervention and the desired outcome, the foundation's theory of change, the theory of leverage and the macro theory are clear to the reader. Naturally, the explanation was accompanied by statistics and other findings supporting the logical model and reinforcing the foundation's choices. It would be unreasonable to expect that a preliminary document, published before the activities began, could validate the selected course of action – particularly in the absence of similar experience in other foundations. According to the document, the foundation expected that within seven to ten years it would initiate the establishment of an Israeli institute for advanced teaching, introduce a prize recognizing outstanding teaching, and establish coaching and training tracks for excellent teachers – as a kind of "elite force" helping to attract many others to the field.

The foundation also hoped to establish a municipal model in cooperation with local bodies, one of the outcomes of which would be a significant increase in the number of students taking five-unit mathematics and physics matriculation exams. The document also presents the principal structures that would operate within the framework of the foundation and contribute to realizing the theory of change. Even at this early stage, the document mentions the foundation's undertaking to examine its progress on a quarterly basis, and in a thorough and in-depth manner five years after its establishment.

A year later, in 2012, a similar document was produced ahead of the discussions by the foundation's Advisory Council. The document reflects the questions and insights that accumulated over the course of the initial activities. The 2012 paper explains the method of selection of the methodology, which is dedicated to increasing the number of students taking math and physics at the level of five study units, as opposed to other possible courses of action, such as helping weaker students or outstanding students, direct pedagogic activities, establishing a network of schools, developing and inculcating teaching and learning technologies, and public advocacy and campaigning. The main reason given was that these alternative niches lacked a relative advantage or added value and would not advance the overall vision. Another factor was the foundation's recognition of its limited power, and the clarification that it intended to concentrate its efforts in a single sphere rather than disperse them over several areas. Once again, the selected sphere was the improvement of teaching in general, and the inculcation of clinical teaching in particular. The three-way model (catalyst, driver, partner) was replaced by a model reflecting the foundation's sense of urgency. The foundation was to function as a type of pyromaniac lighting localized fires, and as an engineer locating the cogs and defining vital actions, key stages, milestones, criteria for implementation, and the desired pace of progress.

The significant change evident in 2012 also reflects an internal contradiction. On the one hand, the foundation abandoned its intention to operate in a linear fashion and to make gradual progress, stage by stage, from recruiting support to training. The leaders of the foundation now recognized the importance of establishing tools and means in a simultaneous and parallel manner – particularly the components of the support network. However, as part of the process of drawing interim conclusions and developing guiding principles, it was decided to work in a gradual manner. The system was not yet mature enough, and there was a fear that excessive speed could impair the credibility of the initiative as a whole. The document included another important addition in terms of sharpening and refining the criteria for implementation. The foundation realized that the preliminary criteria had been overly cautious, and now sought to enhance the precision of certain criteria. This change reflects growing confidence in the steps that had already been taken and in the chosen direction. As befits a document submitted for discussion by an advisory council, the document includes numerous questions for discussion and consideration.

At the end of 2014 the foundation published a new strategic document. As its title makes clear, the document constituted a summary of insights raised by the members of the Advisory Council. One of the main insights relates to the innovative concept of "clinical teaching," acknowledging that this term is not easily accepted and adopted by professionals. There is also recognition of the importance of high-quality teaching. In light of this insight, the foundation realizes that it must find a compromise between the perceptions of the professionals and its desire to secure change. From the foundation's standpoint, it has completed its infancy stage – or "start-up stage" as the document puts it – and this stage has already yielded its first tentative successes. Now the foundation must "put its foot down on the gas pedal." The recommendation to the foundation was to deepen the program to promote high-quality teaching; to network all the stakeholders systematically; to move from the development of tools to their implementation and modeling; and to invest in data collection, documentation, and measurement – an aspect that received little attention in the previous papers. Without relying on Fleishman's model, the paper details the means by which the foundation should strengthen its partnerships, build networks, and develop capabilities.

The paper includes a recommendation to resume public media work, an aspect that had been examined in the past but rejected.

The last paper, to date, was published in 2015 and presents a portrait of the Trump Foundation's initiative after five years. The introduction includes the important statistic that the foundation has approved 125 projects at a total cost of 100 million shekels, out of the 600 million shekels allocated for the initiative as a whole. This proportion reflects the foundation's choice to spread its expenditure over the period, and to expend larger sums in its latter phase than in the beginning. A clear chart shows the change that has occurred over the foundation's period of work in the key criterion: the number of students taking mathematics at the five-unit level – even if this does not include evidence showing that the foundation's activities have necessarily influenced this finding. The paper presents a new model of "functions" based on the original model with some elaborations. The document explains that the foundation worked in stages: in the initial stage it served as a catalyst, and in the subsequent stages it plans to work as a connector, builder, and ultimately as a mentor. In contrast to the earlier documents, this paper does not confine itself to strategy, but also includes detailed discussion of tactics – i.e. the programs and projects that go together to form the big picture. The document also discusses the leveraging of change (Frumkin's theory of leverage), but fails to address the causal relationship that could prove a correlation between the foundation's intervention and the evidence of change to date.

THE THEORY OF CHANGE

Every philanthropic foundation has developed its own strategy, whether worded clearly or less so, and whether transparent and accessible or more obscure. We have already discussed the importance of a public strategy developed in partnership with the members of the organization, as well as the central role of strategy Trump Foundation's experience. Additional characteristics in this context distinguish one organization from another. These include the level of flexibility or rigidity in conserving the strategic framework or in its replacement as conditions change. In the case of the Trump Foundation, a welcome measure of duality can be seen. On the one hand, there is an emphasis on strategic discipline and a tendency to avoid entering into actions that are inconsistent with the strategy. On the other, we see openness to change, something that is particularly vital in conditions of uncertainty. There is nothing wrong with adjusting the strategy if new data emerge and render old decisions irrelevant.

A key component in the Trump Foundation's strategy is the recurring image of "scaffolding." To an extent, this metaphor was chosen in contrast to the usual modus operandi of other foundations. Scaffolding is "a temporary structure that provides support… in order to build or renovate larger structures." This is exactly how the foundation perceives itself: not as the thing itself, but as a supporting arm; not as a permanent structure, but as a temporary one; not as a simple structure from simple materials, but as a framework that facilitates the construction of buildings that are larger, more stable, and last longer than itself. The foundation considered various alternatives when it selected its theory of change, including a number that have been applied successfully in Israel. Among other options, it could have offered additional support for the existing system, for example through scholarships or incentives for teachers, establishing training and empowerment centers for outstanding

students, or developing a network of schools as a model for replication. The Trump Foundation chose to go with the system rather than bypassing it. It seeks to help the system take responsibility for the solution it has presented. Colleagues I interviewed also formed a positive impression of the foundation's ability to work together with the government, present a horizontal perspective beyond the level of the project itself, and maintain philanthropic partnerships on critical issues for the future of Israel. This capability was described as a vital condition for success.

The Trump Foundation enjoyed an inherent advantage over many other organizations. Its leaders wisely selected measurable objectives for which it is relatively easy to collect, document, measure, and compare achievements with the starting point. This is a lesson that is worth holding onto. Colleagues I interviewed also praised the care taken by the foundation to define a clear problem, set measureable objectives, define a solution within a fixed timeframe, and plan actions to secure the solution. All these constitute strengths in the foundation's activities. Albert Einstein is credited with the comment that "Not everything that counts is countable, and not everything that is countable counts." One of the meanings of this comment is that if you decide to jump into the cold pool of measurement, it is better to concentrate on what is important to measure and easy to measure, rather than attempting to swim across the entire pool.

THE EXIT STRATEGY

In the philanthropic context, the term "exit strategy" usually refers to the manner in which the foundation notifies its grantees of its intention to discontinue funding, so that they can prepare ahead and find alternative funding sources. In the case of the Trump Foundation, our definition is slightly different. Everyone recognizes that the foundation does not intend to remain in the picture in the long term. This entails disadvantages, particularly in terms of uncertainty among the stakeholders regarding "the day after." They wonder who will serve as a facilitating and catalyzing body, and above all – who will provide support and funding. Some of the programs may be cut, reduced, or even closed. Workers in the partner organizations are liable to lose their jobs, suppliers will lose an important client, and volunteers will lose the place where they have volunteered. An idea that has gained a foothold is liable to lose the trust and legitimacy it has won, lose prestige, and be replaced by more attractive ideas in the marketplace, thereby impairing continuity. Programs that survive the change are liable to suffer from inadequate maintenance. The professional community is also liable to put the past behind it and to turn to competing programs with a longer horizon and lifespan. At the very least, training may be interrupted and sporadic. The government and the authorities are liable to renege on their promise to assume ownership of the various programs, and in the absence of the scaffolding the building may collapse.

Is it possible to achieve real change in a decade? If not, should the task be abandoned at its midpoint? Who will preserve what has already been achieved and who will ensure ongoing development? Even if reality proves to be less dramatic than this description implies, it is important to prepare remedies and solutions in advance for every scenario. The Trump Foundation recognizes that the real test will come on the day that is closes. Accordingly, it has emphasized that while momentum is important, implementation is even more so. Once

the professional community and the government make the program their own together, the foundation will know that it has met its task.

Alongside the advantages, we must highlight the sense of urgency and the awareness of all those involved that the window of opportunity that has opened will eventually close. For some people, and perhaps also for some organizations, a clear deadline is beneficial and brings their positive qualities to the forefront. Time does not drag on without purpose and there are no second chances. The organization strives to find the best possible partners and to learn quickly from its mistakes. The foundation does not enjoy the prerogative of eternity, and this influences the pace of events. The partner organizations that receive the support are also influenced by this reality and act with a sense of urgency. The Trump Foundation has been careful to select strong partner organizations, and even after doing so it supports them and enhances their capabilities. The setup is more like a social movement with commitment that a random collection of franchisees.

What will happen in the field after exit? This is a dramatic question, because it is not easy to change culture. The situation is reminiscent of the parable of the king who set out to tour his kingdom. He met an old farmer who was standing in his field and planting an olive tree. “What reason do you have to plant an olive tree?” the king asked. “We know that the tree will only bear fruit after decades, and you are already an old man.” The old farmer was not offended, but replied: “That is true, your majesty. But I prepared the grafting from a tree planted by my grandfather. I enjoyed its fruits, and my grandchildren will enjoy the tree that I am planting now.” The Trump Foundation also invests in projects that, it hopes, will continue to operate after it departs, so that others can enjoy the fruits. As it declares, to this end it is willing to act without honor and praise, and it emphasizes the importance of the initiative and the shared achievement rather than the name of the foundation. The foundation’s heads are fond of saying that the initiative is what matters, not the brand. The broad landscape of initiatives launched by many different bodies are the foundation’s pride and joy.

THE NATIONAL IMPACT OF THE TRUMP FOUNDATION

Oren Majar

EXECUTIVE SUMMARY

This case study has been written from a public perspective, from the viewpoint of the public, its elected officials and its civil service. The study includes interviews, which were conducted with different decision makers. The report's main points are as follows:

The Trump Foundation is held in high esteem as a professional and focused foundation. The foundation is recognized as the one who sounded the alarm regarding the deterioration in mathematics and science studies and as responsible for enlisting the Ministry of Education to address this issue.

The establishment of the organizational coalition "5x2" is perceived as a significant measure in the process and is considered particularly successful thanks to the integration of groups from different sectors, such as academia, industry, and non-profit organizations.

Although the foundation aspires to create a sustainable systemic infrastructure, some of those interviewed expressed concern that without the Foundation, they would find it difficult to continue acting in a comprehensive manner.

The media campaign the foundation is involved with currently (alongside activities in the field), seems to have created antagonism and its activity should be monitored.

Despite the issue's recent pervasiveness, the foundation has not yet been perceived as the body that has succeeded in significantly improving the status of mathematics and science teachers in the eyes of the public. There are those who believe that it should also be involved in the processes related to teachers' welfare.

It seems that the Ministry of Education's national program to reinforce the study of mathematics has essentially realized some of the foundation's vision through long-term government funding. Now, it is necessary for the foundation to focus on measurement, documentation, and analysis of operations in the field. Without this, medium-term and long-term damage may be inflicted on the entire initiative.

The intensity of the Ministry of Education's enlistment to the promotion of mathematics and science has raised a dilemma for the interviewees regarding the meaning of these fields' identification with the present Minister of Education, Naftali Bennett, and how the foundation and the initiative will be affected when there is a change of minister.

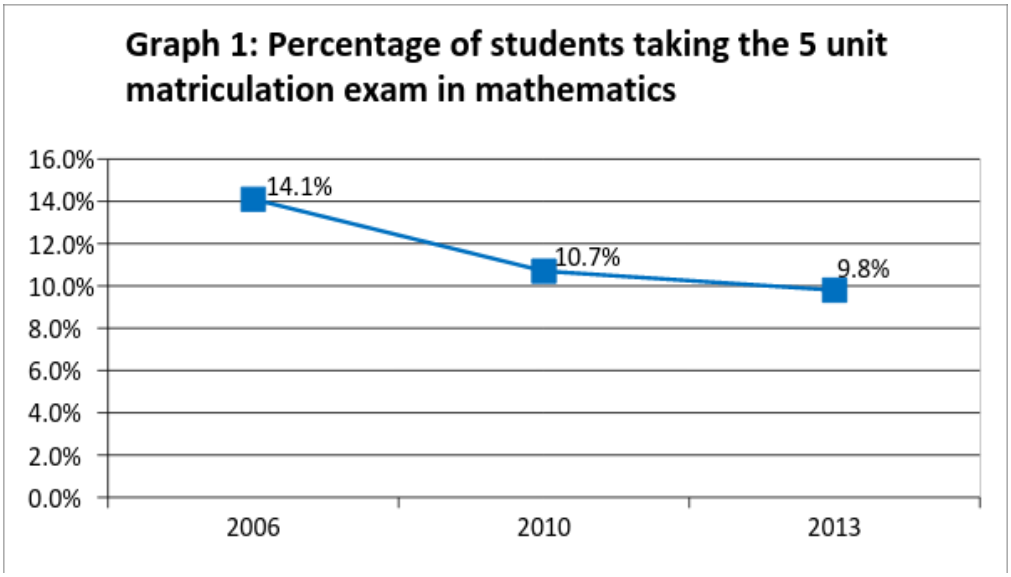
In light of the Ministry of Education's dominance in the area, it has been argued that he will attempt to place tasks on the foundation that deviate from its original vision. In order to deal with this possibility, the foundation should stress its separation/differentiation, its long-term commitment and the goals that have yet to be achieved.

NATIONAL CRISIS

Since the 1990s, the subject of mathematics and science studies has occupied decision makers in the Ministry of Education and academia. They were concerned about the decline in the quality of instruction in the field and there was increasing evidence of a decline in knowledge level of the students. Two committees were formed to deal with the subject: the Harari Committee, established in 1990, which examined the state of the sciences and technology in Israel's education system, and the Ben Zvi Committee, established in 2000, which examined the subject of mathematics study and proposed a program for strengthening and developing the field in elementary and middle schools.

The committees, having recognized several problems relating to the study of mathematics at that time, recommended methods for addressing them. The Ministry of Education implemented a substantial number of the recommendations. In the beginning of the 2000's, weekly study hours were increased and new study programs were introduced into elementary and middle schools. However, student achievement was low on national and international tests and the achievement gap among different sectors of the population, and the gap between the center and the periphery continued to concern policy makers.

The crisis intensified between 2006-2012 when it became clear that there was a steady decline in the number of students studying mathematics at the five unit level and that the percentage of Israeli students studying mathematics at an advanced level was low in comparison with other western countries. Whereas in 2006, 14.1% of 12th grade students (nearly 13,000 students) took advanced mathematics matriculation exams (five study units), in 2010, the percentage was 10.7% (slightly more than 10,500 students), and in 2013, the number was less than 10% (9,100 students). This decline existed despite the increase in the total number of students during those years. Additional statistics indicated that the percentage excelling in mathematics in Israel was lower compared to other countries in the world, and stood at 9.4% in contrast to the average 12.6% in OECD countries (in 2012).



The report by the state comptroller, issued in 2014, indicated that increasing the number of students taking the four unit and five unit matriculation exams in mathematics was a Ministry of Education objective as part of the "Strategic Program" implemented by the Ministry from 2009-2012. The program received a budget of 820 million shekels, which were entirely spent. However, implementation of the program did not prevent students from opting to take three study units. The program succeeded in achieving other objectives, principally, Israel's standing on the international TIMMS tests, where there was considerable improvement.

MEDIA PREOCCUPATION WITH ACCELERATED MATHEMATICS

Articles published in the national media (*Ha'aretz*, *The Marker*, *Calcalist,* Ynet, etc.) somewhat indicate the public interest in mathematics in general, and specifically in the area of accelerated mathematics learning. Public interest in the topic, once limited, has focused on two major angles. The first is the level of difficulty of the five unit mathematics matriculation exam. For example, in May 2010, the former Minister of Education, Gidon Sa'ar responded to claims that the mathematics matriculation exam held that month was more difficult than usual and saying that if that was the case "necessary steps would be taken to ensure that students weren't harmed" (Walla! Website).

Two years later, in May 2013, the five unit mathematics matriculation exam again captured the headlines when students, after having finished the exam, complained about especially difficult questions. In an interview published on the Ynet website, Chairperson of the National Union of Israeli Students Yuval Cachlon, who had also taken the five unit exam, said: "There were questions that were very hard to understand and it wasn't because we weren't prepared for the exam – simply, the level was too high. When I left the test, I discovered that I wasn't alone and that everyone thought as I did…students who were tested on other questionnaires of four and five units said that it was hard for them." Mathematics teachers explained that the material that appeared on the exam had been taught, but the questions on the exam had a component of high level thinking. Ron Yechieli, mathematics coordinator in the Ankori school network was quoted as saying: "You can't say that the exam wasn't fair or that the topics on it weren't studied in class. However, on the three questionnaires, especially on the four and five study units, some of the questions required a very high level of comprehension, thought, and ability and for those who weren't A students, there was no real chance to solve them. The level on this exam was much higher than on previous exams."

The Ministry of Education, which saw the appointment of Shai Piron as its minister in May 2013, promised to examine the issue and in June of that year, the Ministry issued an announcement supporting the students and it admitted that the test was more difficult than usual. The Ministry went on to say that the average score of the examinees was lower than usual and that the exam had too many questions for the amount of time given to the students to solve them. The Ministry decided to add a factor and retroactively reduced the number of questions on the exam while giving preference to correct answers. At that time, Director-General Dalit Stauber announced that the Ministry would also re-evaluate the mathematics curriculum for five units and would adapt it to the number of classroom hours given to the subject (*Ha'aretz* website, 2013).

The second angle of media focus dealt with criticism of the level of mathematics study and the decrease in the number of students and teachers. This concerned decision makers in industry, academia, and the military who were concerned about national vulnerability and the quality of the future generation in engineering, research, and computer technology. There

was concern for potential damage of the Israeli economy and the State's advanced industries as well as result in vulnerability to Israel's defensive strength. For example, in October 2011, senior commentator for *The Marker*, Meirav Arlozoroff, published an item with the headline, "University lecturers: math teachers' professional knowledge is appalling." According to the item, 15 mathematics, physics, and computer professors, among them seven mathematics department heads from seven universities, sent a letter to Minister of Education Gidon Sa'ar, titled "The crisis of mathematics teachers in high school." The letter maintained that "faculty members in all the universities complain that new students in mathematics, science, and engineering are less prepared than in the past, a phenomenon that goes together with the worrisome trend of an increasingly severe shortage of suitable mathematics teachers."

EXPANDING THE CIRCLE OF EXCELLENCE

In light of these issues, The Trump Foundation was established in 2011 with the objective to turn the attention of the public and decision makers towards the data reflecting the decline in excellence in mathematics and science as well as the causes for this decline. The Foundation maintained that it wasn't possible for the existing attitudes and proposed programs to provide a response to this rapid decline and that it was necessary to adopt new patterns of action.

Underlying the Foundation's activity is the assumption that strategic philanthropy can assist the education system to expand the circle of excellence in mathematics and science learning. The Foundation assists in the implementation of a program designated for teacher training and professional development and for building instructional tools and methods. Furthermore, the Foundation joins districts, municipalities and school networks to implement the developed components and to demonstrate how sustainable improvement in student performance can be achieved when these components are implemented and integrated. The Foundation also founds and convenes networks for education professionals for joint study and collaborative activity. It engages with the media to inform the public and motivate its active involvement on this issue.

When it began its work, the Foundation board determined that its success would be measured by three dimensions:

1. Did it motivate change in the measures of excellence? If so, was there an increase in the number of those graduating with five units in mathematics?

2. Did the change permeate the education system and to what extent?

3. Were capabilities and awareness constructed to allow for change to occur upon conclusion of funding by the Foundation, after it ceases operation?

After five years of operation, it is now worth examining whether, from a public viewpoint, the Foundation has met these objectives or acts in a way that will enable them to be met in the coming years.

The basic question that needs initial examination is whether the Foundation successfully convinced the system's leadership and created a sense of urgency when it first sounded the alarm about the rapid decrease in excellence in mathematics and science studies. The opposition to this sentiment needs to be examined as well as how and whether this sense of

crisis was translated into preparation for action. It is important to learn who was enlisted and why, and whether there were also negative effects. For example, was there a sense of despair, a sense of concession from the outset? Was there evidence of refusing to see improvement once it had begun?

Shai Piron, Minister of Education 2013-2014, is an important figure when considering these questions. In an interview in March 2016, he maintained that, at the time, he wasn't convinced that there was an urgent need to deal with the crisis in mathematics which required action on his part as the head of the system. Nevertheless, in May 2014, the Ministry of Education waved the flag of excellence and initiated the "Math First" program headed by Mohana Fares, a member of the Ministry team who was appointed as the integrator to lead the program. "Math First" set a first stage goal of doubling the number of students studying five units of mathematics and its second stage goal was to double the number in science and technology subjects. The program and its implementation were accompanied by a joint steering committee led by Mohana Fares with the participation of Ministry of Education representatives and representatives of "5x2" (see box below).

Piron explained his position: "I agreed with the program not because I had chosen accelerated mathematics as an area that needed reinforcement. I was choosing the principle of excellence according to which each child should fulfill his abilities. A lack of self-fulfillment and laziness has dominated the system. The education system and the Israeli public lack a yearning for excellence; they do not encourage the child enough to believe in his abilities, to "sweat." I have seen too many children who do not take five units due to considerations of convenience. Why does this happen? Essentially, when there are both psychometric exams and matriculation exams, it's not worth it for the student to be tested on five study units and get a score of 80, when he would rather take four study units of mathematics and get 90. Therefore, in 10th grade, the students choose a study track according to the bonuses. My goal was to have an effect on the value of excellence, so that a child doesn't give up on five-unit mathematics due to external considerations. Therefore, my criticism of the Ministry of Education's mathematics campaign today is that it is a campaign for mathematics and not for excellence (referring to the "Give Five" campaign, part of the national program for the advancement of mathematics). Furthermore, I haven't seen statistics showing that the number of students tested in mathematics in Israel is less than the accepted percentage in other populations. It's very similar to the percentages in other places, and also, there are no statistics as to the precise need for five study units in mathematics."

In 2013, the 5x2 coalition began operation, with the aim of doubling the number of students who complete high school study tracks in mathematics, science and engineering at the five units level. The initiating and financing bodies that support its activities are the Trump Foundation, the Rashi Foundation, Intel, SanDisk, Microsoft and World Ort Kadima Mada. The 5x2 initiative was joined by many bodies from the business, public and social sectors and the partner network includes around 100 representatives of organizations including the Defense Ministry, the IDF, local authorities, along with academic institutions, school networks, science museums, educational organizations and philanthropic foundations. The Ministry of Education joined as a partner in leading the process. The backbone organization of the initiative is Sheatufim, Strategies for Social Impact, which specializes in the management of social, philanthropic and dialogue between sectors. This is all managed by the 5x2 steering committee, which is responsible for policy-making and strategy formulation.

Piron explains why, nevertheless, he supports the initiative: "The advantage of the program for reinforcing accelerated mathematics, led by the Trump Foundation, was that it didn't come from me, that it wasn't 'mine,' but rather, that it came from civic society. They established a coalition and that was a very effective step, due to the sense was that it wasn't the initiative of one person, but of a significant group in society. Because the professional staff in the Ministry of Education was involved, the Director-General came to me with a wonderful program and I saw that they had brought in Mohana Fares, and so I supported it."

According to Piron, there were also opponents to the initiative: "I explained to them that I was simultaneously raising other flags, that it wasn't only mathematics. Those flags included the regeneration of vocational schools, providing a bonus for five units in literature and other areas. In other words, I saw this as part of a comprehensive program and therefore, I agreed to promote accelerated mathematics as well." Piron maintains that if he hadn't supported the program, it wouldn't have received the backing of the Ministry of Education and if he had opposed budgeting the program, it might not have been implemented.

Lea Dolev, Director of Math Instruction ORT Israel Network, also maintains that she wasn't convinced of the existence of an urgent crisis. "I have been serving in this position for five years. Six months after starting the job, it became clear to me that a problem existed. Not enough schools were preparing for five units and there were more students who could study the subject if they were given the opportunity. I didn't see this as a crisis, but as an unwelcome trend that had to be dealt with. In previous years, most attention had been focused on eligibility for a matriculation certificate in general, including the area of mathematics. It was clear to me that a need existed to carry on and deal with the issue of accelerated mathematics learning at the four and five study unit level in order to encourage more students to learn at a higher level."

THE IMPORTANCE OF TIMING

In May 2015, Naftali Bennett began his position as the new Minister of Education. In contrast to Piron, Bennett was convinced of the importance of accelerated mathematics and science learning and it was a burning issue for him when he began his new role. The title of his speech at his Ministry of Education opening ceremony was "The strength of a country is not only measured by the flight range of its planes, but by the values beating in the hearts of its children," and the speech included "I believe that Israel needs to be and can be a world leader in some of its achievements, as well as in mathematics and the sciences. I believe that if we know how to lead in technology all over the world, this must also be seen in our education system. The decrease in numbers of students completing five units in mathematics from 13,000 to 8,000 is, in my opinion, a strategic threat to the State of Israel. Whoever doesn't create an educational Iron Dome for a child in 8th Grade, won't reap an Iron Dome developed by that same child when he finishes 12th grade" (from an announcement by the Ministry of Education's spokesperson).

When Bennett assumed his position, the Trump Foundation had already been at work for four years, the "5x2" coalition had been in operation for two years, and "Math First" had begun the previous year. Bennett's clear commitment may have stemmed from the Foundation's effort to "sound the alarm." It is also possible that the new minister's personal experience entered into this due to his hi-tech background and his awareness of the difficulty recruiting personnel with a high level of mathematics. In his previous position as Minister of the

Economy, he had met the leaders in the hi-tech industry and they may have spoken with him about the issue.

An important perspective on this question is supplied by Ofer Han who served as Minister of Education Shai Piron's chief of staff and who today serves as an adviser to Minister of Education Naftali Bennett. According to Han, the issue of mathematics was not a burning one in the Ministry during Piron's period in office beginning in 2013: "It's impossible to say that from 2013 to 2014, mathematics was center stage, although the issue received consideration and we understood that there was a need to act. I don't know back then, whether this understanding was because of the Foundation. On the other hand, Minister Naftali Bennett 'came with it': he came from the hi-tech world; he knew how to read the need, and in my opinion, he came with his own understanding of the issue of strengthening the areas of mathematics and science. Bennett is 'crazy' in the good sense of the word and I don't think the Foundation is what roused his understanding regarding the importance of the issue."

Han continues: "Nevertheless, the Trump Foundation has an important place in the implementation of the measure, which is a rare step for the Ministry of Education to take and worth teaching as a model for developing national programs. This is due to the fact that it operates by harnessing the force of a round table that includes the third sector which is lead by the Trump Foundation but also includes other institutions such as academia, the IDF, hi-tech companies and industry, who are all dedicated to the issue. This has allowed the Ministry of Education to take the lead while they operate effectively behind the scenes. Presently, it is impossible to expect that education will filter down – that it will begin with the Director-General and move down the Ministry of Education's chain of command from subject coordination supervisor, to principal, to teacher and student. Therefore, the contribution of these different groups, such as hi-tech companies, to the process, is huge. When we began operations, all we needed to do was to 'raise the curtain' because these different groups already had the motivation to encourage mathematics learning. If it becomes clear that the Trump Foundation roused them to action, then I will say that the Foundation's contribution was priceless."

Han believes that the change wouldn't have occurred without the commitment of the Ministry of Education by Minister Bennett:
"The revolution wouldn't have occurred if Bennett hadn't placed it center stage and said, 'I want this' again and again, along the entire chain of command in the Ministry of Education. However, it can be said that it wasn't particularly difficult to engage the Ministry because it already had Mohana Fares who was prepared for this objective, and Michal Cohen, Ministry Director-General, who had been recruited to it. I believe that at an early stage, Bennett had already identified Eli Hurwitz and the Trump Foundation as a central partner."

Zeev Bielski, Mayor of Raanana, reinforces the latter point raised by Han. He believes that timing had great importance in the promotion of the issue to the public and decision makers. "The Foundation was 'lucky' inasmuch as it promoted the issue before Bennett assumed his position as Minister of Education. Then, a Minister of Education came along who raised the issue on his own, which has greater resonance. In one of my first meetings with the Minister, he asked me about the Trump Foundation and whether I was familiar with it. It was as if he had discovered an extraordinary device for fulfilling his dreams. In my opinion, Minister of Education Bennett didn't go into this because of the Foundation, but rather because he was a hi-tech person himself. Every Minister of Education looks for things that he can innovate. Usually, it's so he can leave his mark. Ministers of Education deal with matriculation exams, with cutting short or extending summer vacations. The discourse among the public and

decision makers in the Ministry of Education also generally deal with the need to reinforce weak students, to operate in development towns, and to narrow gaps between strong and weak students. Up until now, no one has come with a structured program like the Foundation has in its area. Once the Minister had understood its benefit for fulfilling his objectives, he was happy to join forces with them."

The Raanana Municipality is an example of the way the Trump Foundation successfully enlisted local authorities. Bielski testifies that the Foundation created marked change in his attitude as mayor towards the issue: "In the past, I had little interest in excellence in mathematics and science. The issue was never discussed or a high priority in our system. My attitude and the attitude of others in the Municipality dramatically changed towards the issue after the Foundation's entrance into the area, its appeal to the heads of the local authorities after becoming acquainted with it, and the understanding that it was something serious. I am sure this was true for other places as well. The significant monetary grant made me roll up my sleeves. I had gained a partner who not only spoke about and explained what had to be done, but who also funded different programs such as a program for hiring teachers."

Meirav Arlozoroff, senior commentator for *The Marker* who often writes about economic issues and the relationship between them and education and society, believes that the Trump Foundation is responsible for the increase in public conspicuousness of the mathematics five unit crisis and for the issue having gone from being a societal coalition to being a central program in the Ministry of Education: "The Trump Foundation is responsible for encouraging public awareness of the mathematics five unit crisis. They have caused an inundation of the topic, enlisted the Ministry of Education and influenced its programs. They should be given credit for this."

CREATING DEMAND

The Center for Educational Technology is one of the prominent bodies that enlisted for action in five unit mathematics and science learning around the same time as the establishment of the Trump Foundation and in cooperation with it. According to Gila Ben Har, CEO of the Center for Educational Technology, awareness of the need to develop and promote the field of mathematics was already present in the Center before the Foundation's operation: "The need to assist accelerated math students, who weren't reinforced by private mathematics lessons to prevent them from dropping out, was part of the Center's DNA before the Foundation's activities. For example, we held marathon study days for Israeli students in preparation for the mathematics matriculation exams and the response was great because the need was great. So, we were aware."

"Furthermore, we worked to raise the percentage of students studying science in the periphery, without any connection to the Foundation. In 2012, we decided to develop programs and study materials in mathematics and the sciences for middle schools. We discussed the issue with the Yad Hanadiv Foundation while also developing language learning programs for immigrants, programs for students of Ethiopian origin and more. We implemented the Nachshon Project that supports students with difficulties in mathematics and science with financial assistance from Yad Hanadiv and later with funding by the Ministry of Education. The initiative for the promotion of mathematics learning arrived on fertile soil and it was very natural for us to work with the Trump Foundation later on. Nevertheless, in keeping with our agenda, we didn't think that it was our job to claim that there was a crisis in the area of mathematics as the Trump Foundation claimed."

Ben Har provides an additional perspective for evaluating the influence of the Trump Foundation on Ministry of Education policy and its subsequent recruitment to the issue of accelerated mathematics and science because of its urgency. "In my opinion, the Trump Foundation had an important role in 2012 in the project developing the virtual high school, which allowed students from locations where there were no accelerated mathematics and science classes to study remotely and synchronously, with the help of teachers and practice session tutors. The Foundation pushed for the development of a virtual high school focused on the areas of mathematics and physics in 11th and 12th grades, which it had targeted as primary and important areas. Otherwise, we certainly could have focused on different areas of study. The Trump Foundation had a very significant role in thinking, initiating, assisting and funding. Today, approximately 900 12th grade students study in the high school. In July 2015, the first session of 12th grade virtual high school graduates from the periphery in mathematics and physics came to a close. These students took five unit mathematics and physics matriculation exams. Their scores were above the Israeli average: 84 in mathematics and 85 in physics."

She notes that the Trump Foundation's influence was also evident in the "creation of demand" for other programs in the Ministry of Education: "The Minister of Education asked us to develop an asynchronous mathematics course for five-unit study, to be open to the public. I believe the Minister wanted this because of the Trump Foundation's push to raise awareness. The course, including elaborate media, had already been developed by us with government funding." According to Ben Har, the Trump Foundation's push created shock waves affecting other places: "The moment the Foundation created a dialogue with the Ministry of Education, different forums were created to deal with the subject of mathematics – in other words, something happened. The Foundation managed to create a situation in which mathematics and science would stand out in the conversation of the Minister and the policy makers."

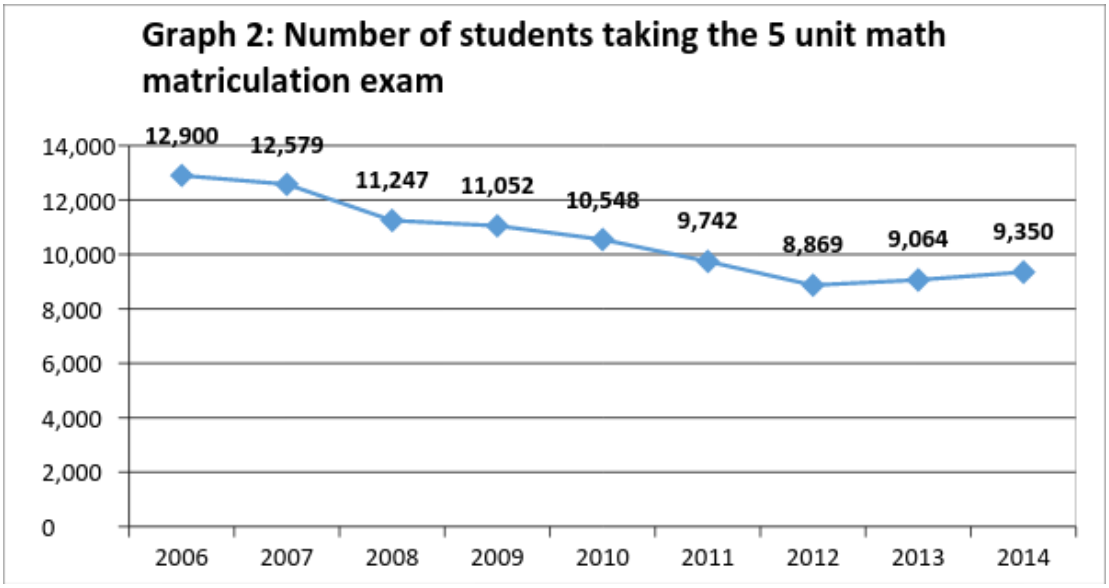
Ben Har also believes that the Foundation had successful timing by having a Minister of Education who came from hi-tech and who held the area of excellence close to his heart, albeit she ascribes less significance to the Minister's identity: "The shifting Ministers of Education, Shai Piron and after him, Naftali Bennett, did not bring about negative change regarding accelerated mathematics and science. Clearly, the Minister wouldn't say 'I don't want to strengthen the sciences.' In general, the Foundation was right to recruit academia, the state, and also different non-profit organizations. It focused on an issue, but was open to the different groups that it approached."

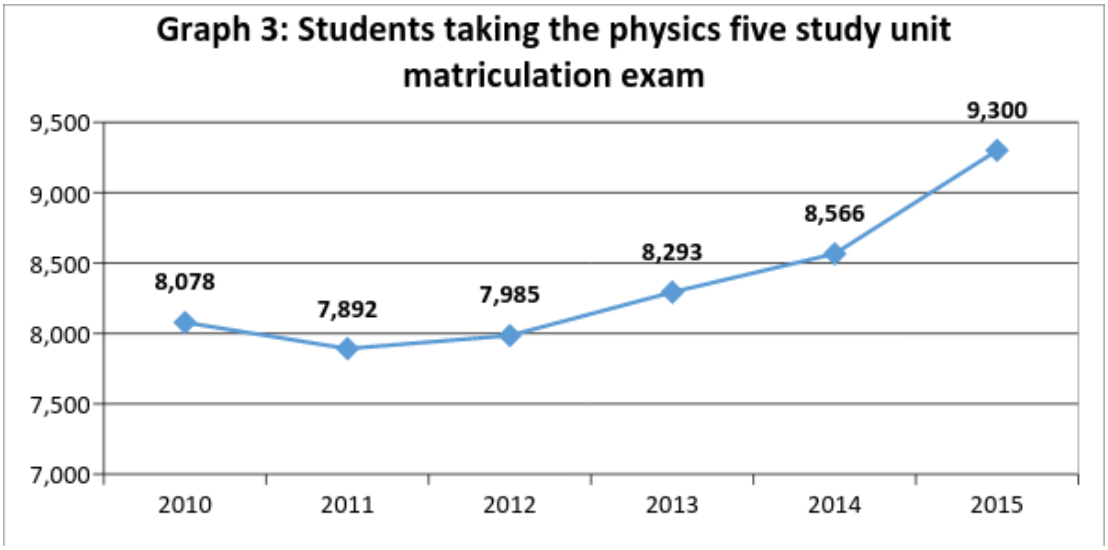
Avi Kaminsky, chairperson of the Israel Union of Education Directors in Local Municipalities and head of the Education Department in Ashkelon, estimates that the timing of the Foundation's activity was advantageous because it fell on attentive ears: "There was a Minister who viewed mathematics and the sciences as an important part of education and who understood the significance of a decrease in the number of students learning five study units of mathematics. The timing was excellent and therefore, 'the two fit together' (the Ministry of Education and the Foundation) and it's important for it to be that way."

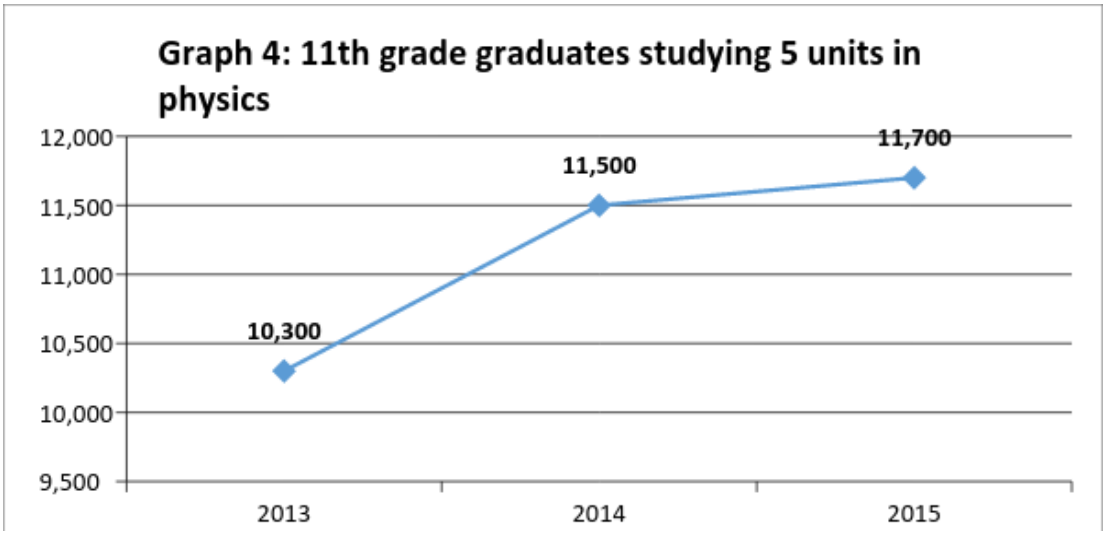
A CHANGING TREND

In 2014, the decrease in the number of students taking five units in mathematics and sciences was curbed and there were early signs of improvement. For example, after seven consecutive years during which the number of students taking the five unit mathematics matriculation exam had been in steady decline, in 2014, the trend reversed and there were 9,350 students

who took the exam (see graph 2). Also the number of students taking the five unit matriculation exam in physics rose for the first time since 2010 (see graph 3). Particularly encouraging were the statistics regarding the number of students who had completed 11th grade physics studies, which showed a steady increase– 10,300 in 2013, 11,500 in 2014, and 11,700 in 2015 (see graph 4).







* Source: The National Center of Physics Teachers, Weizmann Institute, Szold Institute for the Trump Foundation, 2015.

In 2016, the Trump Foundation was five years old. In the world of social change, five years is not considered a long time, certainly not when attempting to influence large and complex systems such as the education system. However, there is good reason to now examine the results in the field in order to reach understandings, to draw conclusions in a dynamic situation, and to improve. This section examines the decision maker positions in the field. Its objective is to understand whether, in their estimation, it is possible to draw connections between the activities of the Foundation and changing trends as described above, and to clarify which of the Foundation's activities they believe have contributed more and which, less. For this purpose, the interviewees were requested to consider both the numbers of students who took the five study unit mathematics matriculation exam and softer qualitative measures, such as awareness, teacher and parent organization, enthusiastic sentiment, etc.

Meirav Arlozoroff, senior commentator for *The Marker*, believes that dry statistics are less important at this stage and she wouldn't emphasize them for evaluating the Foundation's endeavors: "What is important is that they put the issue at the center of public discussion."

On the other hand, Eddy Shalev, Foundation Chairperson, believes that the present day statistics suffice to make the claim that the Trump Foundation's influence is already evident: "The trend has reversed: the number of students studying is on the rise; the public is talking about it; and of course, professionals in the field of education are talking about it. There is particular awareness in the municipalities that operate higher learning institutions and we have heard from them that they are very interested in promoting the issue. This is especially important because the councils and local authorities have a lot of power and influence. They are the high schools' 'landlords.' They have say in the selection of principals and teacher compensation and they have room to maneuver in."

Zeev Bielski agrees with Shalev's concluding words: "Without a doubt, an increase has begun in the numbers studying mathematics and physics. One of the factors for this is the awareness that can be seen among students and parents in preparation for the school year. Each year, for example, we invite parents and students to Eshkol Payis (community center) to hear

about opportunities for accelerated mathematics studies. I come to these events and the auditorium is packed with hundreds of people. This certainly reflects the atmosphere."

Gila Ben Har also agrees that awareness regarding mathematics and science learning has increased dramatically: "The Foundation has created a high level of awareness among subject coordination supervisors and the subject supervisors in schools. The heads of local authorities know that they are being judged on this and parents are questioning them. It's possible to say that the Trump Foundation has shaken up the system. For example, when it gave money to the mayors and said to them: show me that you have stopped the drop-out trend."

However, Ben Har also expresses doubts: "It needs to be examined whether awareness has risen in all parts of the country or only in certain locations where the parents have demanded to put a stop to the drop-out trend and know to ask questions about the issue. In Raanana, parents are aware that they have to pay for tutoring and they accept this, but what happens in Ofakim?" Ben Har also doubts the claim about the increase in the number of students and raises the question as to whether it indeed reflects a changing trend: "The number of students has increased, but is this change proportional to the growth of the population? I suggest waiting and examining the latest matriculation scores."

"Without a doubt, the Trump Foundation has succeeded in putting mathematics and science on the agenda," says Michal Beller, President of Levinsky College, which also operates a "Teaching Plus" program, with the assistance of the Trump Foundation. The program's objective is to integrate quality teachers into mathematics and physics instruction at an advanced level after training them in advanced teaching methods in the field. "The choice of mathematics is important, because clearly, they have started with what was most urgent. In my opinion, they have created a wave effect, because everyone is talking about mathematics today, even when the Trump Foundation isn't present in the room."

Beller points at teachers' professional development as very important for achieving positive results and recommends: "It's worth continuing support of teachers' professional development in the schools' upper levels. You can't just walk in and out in this area. The teachers must receive continued guidance, particularly new teachers who will be introduced into the system in the coming years, for example – to work according to the Teach First Israel model, which works with the program's students for a number of years after they enter school."

Ofer Han, former chief of staff for Minister of Education Piron and current adviser to Minister of Education Bennett, believes that even if there are signs of improvement, a waiting period of four years is necessary to determine this with certainty: "We have set a goal of 18,000 students completing five units of mathematics in four years. Let's see if we attain this. That's the first stage, along which there are midpoint goals in the three years until that date. Even if we meet the quantitative goals, it still won't be enough because we're not doing this just to 'win the championship.' We also want to 'keep the title' for ten, twenty years and that requires something else: building infrastructure. The issue of teachers is that which determines whether we have made a quick fix for two or three years and then crash again. We will succeed if in the coming years, we learn how to reinforce current teachers and bring good teachers into the education system, expand their certification, and equip them with the right tools. We will have made it if ultimately, a teacher stands in the classroom who has strong content knowledge, knows how to motivate the students properly, and uses the tool box we have provided."

Han lingered on the nature of the program implemented by the Ministry to ensure a change in the trend: "One of the good things in this program, as opposed to many government programs, in general, and those of the Ministry of Education, specifically, is that the program addresses issues longitudinally and horizontally. It addresses what surrounds the issue as well as the root problems and infrastructures. It defines metrics, knows how to implement a campaign and talk about motivation, to shout 'Let's go' and prod everyone onward and it never stops doing things, even things related to root problems. In between, it provides creative solutions. Thus, we've caught mini 'bugs' that were creating interference and we've dealt with them. For example, we've raised the university bonus by 35 points, and have provided a safety net, etc."

A SUSTAINABLE INFRASTRUCTURE

The Trump Foundation declared at its outset that it would aspire to fulfill its goals within a decade and that it would work to create sustainable systemic change that would continue when the Foundation ceased operating and the programs did not rely upon its funding. In light of this, the Foundation acts in different ways so that the change will be systemic: it invests in teachers and indirectly in students; it avoids funding incremental activity that is solely dependent upon the Foundation (pay raises, camps, museums, etc.); and it builds coalitions of players and networks between professionals. The question has now arisen as to whether the Foundation has succeeded in creating the necessary network. Have measures been constructed that will presumably exist without it? What needs improvement?

These questions can be evaluated by looking at one of the first activities implemented by the Trump Foundation, the teacher communities. This project enabled excellent physics teachers to join a community of physics teachers for their joint professional development and development of classroom instruction. The teachers meet at the Weizmann Institute once every two weeks, in their free time, to exchange opinions about current classroom activity and discuss how to improve their methods of teaching. Today, ten communities are in operation that bring together approximately 200 physics teachers, constituting a quarter of the total number of teachers in the field. The Trump Foundation funded the operation of the communities of physics teachers for three years. This includes meetings at the Weizmann Institute and a modest payment to the communities' leaders. At the end of this period, the funding of the sessions was transferred to the Weizmann Institute: "The Foundation has succeeded in creating a sustainable infrastructure for the physics teachers' communities," states Kobi Shvarzbord, science coordinator at Leo Baeck High School and the recipient of the Trump Master Teacher Award in 2015 and coordinator of a community himself. According to Shvarzbord, the communities are a strong example of the Foundation's activities and will be able to carry on in the future without its support.

In the ORT network of schools, a slightly different opinion has been voiced. ORT has adopted the terms of a quality matriculation certificate or a matriculation certificate with excellence which includes five unit mathematics study. According to Lea Dolev, ORT's Director of Math Instruction, the Trump Foundation projects help teachers prepare students to meet the subject's demands, and for this, the Foundation's infrastructure is critical: "The actions of the Trump Foundation support the introduction of more students to five units. I don't know how we will operate without the Trump Foundation." However, she also expressed doubts: "Our programs began before the Foundation's support and they will continue even if it stops supporting them because we are committed to the goal of achieving a matriculation certificate with excellence."

At Levinsky College, the partial dependence on the Foundation's budgets for implementing programs for career changers to mathematics instruction has also been noted. According to Michal Beller, President of the College, without the Foundation's support, the Levinsky College's program will change: "The program will stay, but not in the form it is in today. We will be able to implement its logic on our own, but we will have to let go of certain aspects of it." To ensure the long-term effect of the Foundation, Beller proposes considering the creation of on-line courses: "These courses have become more and more effective in the field of education throughout the world. Since mathematics is a field that hasn't changed significantly, if the Foundation can provide a one-time investment for high quality on-line courses in the field, its influence will continue even after it has ceased its operations."

Avi Kaminsky, chairperson of the Israel Union of Education Directors in Local Municipalities, believes that without continued support of different projects by the Foundation, a significant amount of its influence will disappear: "There are many programs that the foundations and non-profit organizations have tried to implement in the local authorities beyond the content provided by the education system. They come for 3-4 years, and afterwards they are implemented and become a regular part of the curriculum and are successful in some locations, while in other locations, they fade away the minute the money disappears. The Trump Foundation is a professional foundation, but if something isn't in the Ministry of Education's work plan – its continued existence is doubtful."

Mayor Zeev Bielski of Raanana maintains that the moment the Trump Foundation ends its support and involvement in projects in the city, the priorities may return somewhat to the priorities that existed before the Foundation's activities: "In a city like Raanana, we wouldn't claim that there wasn't any money and cancel everything, but in many other places, life is such that the minute public opinion veers to other issues, the focus of education will also go there."

Gila Ben Har, CEO of the Center for Educational Technology, notes that the nature of an organization such as the Center allows it to continue implementing projects that were supported by the Foundation, such as the virtual high school, even without direct support: "Next year the Foundation's budget will end for the virtual high school project anyway. The Center for Educational Technology relies upon a variety of forms of financing and therefore, we can enlist the needed resources for the continuation of the project."

Ben Har raises another issue, a very important one related to metrics. In her opinion, the Foundation still hasn't learned to create sustainable infrastructure: "The Trump Foundation wants to know whether its actions have succeeded in increasing the number of mathematics and science students and the quality of their knowledge. It also wants to know which of the interventions had the most influence on this success. Was it the opening of additional classrooms? Was it the development of models for instruction and learning? Today, the Foundation is analyzing the data itself. However, looking to the future it's important for the country to do this and in this area the country is still far from being independent. The Trump Foundation needs to help the state create databanks to ensure that it has appropriate systems for information and data analysis of the programs in the area of mathematics and science learning."

The process led by Minister of Education Bennett to anchor an annual budget of 75 million shekels for reinforcing accelerated mathematics study in the regular base budget of the Ministry of Education is an important stage in the creation of a sustainable infrastructure. This budget has been principally designated for the opening of small classrooms for the study of accelerated mathematics in the geographic and social periphery in schools that do not have

accelerated mathematics programs. “The minute you anchor the budget in the regular base budget of the Ministry, you are in a different situation. The regular base budget, by virtue of its automatic pilot function, continues from one year to the next, so that essentially the 75 million shekels are always guaranteed, unless someone decides to cut them. This is important money that goes directly to the periphery, mainly to the weak sectors; for example, we opened approximately one hundred new mathematics classrooms in locations where they hadn’t existed,” says Ofer Han, adviser to the Minister of Education.

In the world of social change in which the Trump Foundation operates, anchoring a designated budget in the Ministry of Education budget constitutes “the holy grail” for social organizations that seek to influence government policy. This can be seen as fantastic success, certainly in light of the fact that it occurred soon after the initiation of the Foundation’s operations. It also removes the need to determine the issue of the Foundation’s direct contribution to this, a subject discussed in the previous section.

PUBLIC OPINION

The Trump Foundation sees the general public as a springboard for creating meaningful change and acts to convey public messages designed to motivate more students to select and persevere in five-unit studies, to encourage suitable candidates to opt for careers in education, and to strengthen the public’s trust in its teachers. These messages for formulating public opinion can be conveyed on a local level, for example, in conferences, events, competitions and meetings in the school environment or in the local authorities where the target audience is students, parents, and teachers. They can also be conveyed on the national level, for example, in speeches by decision makers, by holding competitions and awarding prizes, and in general, in the media via articles or interviews with opinion makers, advertisements in newspapers, on the radio and on commercial television channels during prime time.

In this section, we will examine how the Foundation has conveyed these messages up until now. Have they succeeded and to what extent? This section will also propose an answer to the question of how they should continue to act in order to recruit wide audiences of the Israeli public.

It is not superfluous to ask why the Foundation needs to affect public opinion whatsoever. Eddy Shalev, Foundation Chairperson, maintains that it is important to convey a message to students: “One of the programs to encourage mathematics study among female students is called ‘Break the Glass Ceiling,” and it operates in Bat Yam at the initiative of the Alliance Israélite Universelle. The program’s initiators have tried to understand why in low or middle socio-economic populations the number of girls studying mathematics is significantly lower than the number of boys in spite of their similar backgrounds, and the fact that they share the same teachers and schools. We visited a Bat Yam high school and met the female students and their teacher. We understood that the female students receive negative feedback from their environment, the spirit of which is that if they make an effort in mathematics, ‘they won’t get married,’ or ‘they won’t get anywhere,’ and in any case, ‘a woman’s place is in the home.’ To change such perceptions it’s necessary to act to shape public opinion.”

Shai Piron, former Minister of Education, maintains that the Ministry of Education’s present public campaign (“Give Five”) misses its mark. “Not enough effort was made to turn studying five units in mathematics into a language engrained in the education system and its students.

It doesn't open a conversation that conveys a message of 'don't be lazy,' when what's important is to maximize their potential. In reality, the children won't study mathematics or science because this advances the GNP or because there is a shortage of engineers, which is the message of the 'Give Five' campaign. In my opinion, the campaign is wrong. It needed to be 'don't give up on yourself.'"

NURTURING TEACHER STATUS

Kobi Shvarzbord, a physics teacher and science coordinator at Leo Baeck High School and recipient of the 2015 Trump Master Teacher award, presents another reason for enlisting public opinion, which is to positively influence the status of the teacher: "I think that the teacher's status in the country is fairly bad. There is a sense that the profession has been cheapened. Many people believe that it's a very simple profession. There are people who compare us to babysitters. If a perception was promoted that teachers lead the success of their students and influence them, thus, recognizing our work, that would be beneficial to the teacher's status."

Shvarzbord believes that the Trump Foundation has not succeeded, or perhaps has not done enough to gain media exposure: "It seems that they haven't managed to receive exposure in the national media. One example of this is that not one of the four recent Trump Master Teacher Awards, which the Foundation bestows to the teachers in the presence of the prime minister, has received significant newspaper exposure. The government was toppled on the day they gave the first prize and attention was focused on that. When I received the prize the next year, it wasn't in the newspaper because something about the president of the country captured the headlines. I was interviewed by Army Radio's Niv Raskin but on the day of the interview, the series 'The Beauty and the Nerd' either began or was over and that item received more attention than the prize. The third candidate didn't meet with the prime minister at all because there were elections and he postponed bestowing the prize and so on and so forth. This is in contrast to another competition, 'The Teacher of the Year,' which receives a lot of exposure. This is despite the fact that the selection is not according to professional parameters in comparison to the Trump Master Teacher Award, where a professional committee recommends the recipient after examining the quality of instruction and pedagogy, and the prime minister bestows the prize. In my opinion, there needed to be more of a stir surrounding it and thereby, it would affect teacher status."

Shvarzbord suggests an activity that has succeeded in exposing the world of physics to the general public – such as the series, "Bar Lectures," which the Trump Foundation supported, but he has doubts about the extent of the exposure created: "The result of an absence of proper exposure is that many teachers, perhaps even physics teachers in certain schools, are unfamiliar with the Foundation and certainly, the public is not familiar with it."

THE DANGER OF TOO MUCH EXPOSURE

It seems that exposure by the national media, including commercial campaigns, has been felt by the general public. Ofer Han, adviser to the Minister of Education, believes that the campaign for encouraging mathematics study has reached the point of being too pervasive and that it is advisable to let the programs be seen in the field without continuing their aggressive promotion in the media.

His thoughts were reinforced in an unusual manner, which must receive consideration – on the Non-Stop Radio program, "Mashal in the Morning," on 3.5.2016 with Rina Matzliach and Haggai Golan. Matzliach, a senior media figure on Channel 2, expressed her sentiments rather strongly: "What really annoys me is the television ad for five units in mathematics. Forget that anyone who doesn't take five units because it's not right for him, because he's not capable of taking it or doesn't want to, now that person feels like he's not a worthy individual. So I hate this campaign and I want to say that whoever doesn't take five units in mathematics …may be very smart, very talented, very successful and even very happy. The campaign says five units will get you ahead in life. You can also get ahead without five units. Each student should be pushed into whatever he's talented at and into whatever he'll succeed at. Five units in mathematics is not right for everyone and students aren't supposed to feel not okay because they haven't managed to take five units in mathematics … what is that? Some supreme value?"

Without reference to the question of who funds or is responsible for this publicity campaign or any other (the Trump Foundation, the Ministry of Education, a coalition of organizations, etc.), it may arouse antagonism and even cause future damage to the Foundation's objectives in the area of influencing public opinion.

WHAT IS MISSING?

The Foundation has a directed and precise strategic outline and is strict not to deviate from the tasks it defined for itself at the beginning of its operations: it focuses on mathematics and science learning at the highest level; it focuses on high school; and it focuses on teachers and not on students.

This section will try to clarify what the decision makers think about the advantages and disadvantages of these choices. What was the price the Foundation has had to pay because of this? What are the issues and problems it hasn't considered, whether consciously or not, and what are the future dangers inherent in this?

Shai Piron, former Minister of Education, believes that in general, the focus on strategic activities by the Foundation was correct, although he thinks that it would have been more correct to act in the middle schools because "research shows that the greatest gaps occur there."

Eddy Shalev, Foundation Chairperson, referred to the issue of the target audience's diversity. According to him, while the Foundation has operated in a balanced manner relating to diversity in terms of Jewish and Arab populations and has reached both audiences, the Foundation has not operated in the ultra-Orthodox community: "In the meantime, the ultra-Orthodox present an insoluble problem because they don't study English, physics or mathematics. They complete their arithmetic studies in 3rd grade, basically after they've learned the multiplication tables, so that any programs designated for them are only relevant after they've completed yeshiva at the age of 18. It's so remote to them. Many years will have to transpire until the ultra-Orthodox are integrated into high school mathematics studies. The Trump Foundation doesn't operate in the ultra-Orthodox sector because that is a task on the national level."

Gila Ben Har, CEO of the Center for Educational Technology, believes that a focus of five units in mathematics is legitimate and correct for a philanthropic foundation. However, from a national perspective, if the Minister of Education had consolidated his own plan on the issue, he should have focused on something else: "The Foundation has the privilege of only dealing

with excellence and doesn't have to deal with lower levels of mathematics. Despite this, the agenda of the Minister of Education has to be different. Aside from excellence, the Minister has the responsibility for there not being one student who completes 12th grade without at least three study units of mathematics."

Furthermore, Ben Har notes the project of the virtual high school, which the Trump Foundation was a partner to, which provided yeshivas and ultra-Orthodox girls' high schools with access to mathematics study at a high level: "They have the desire; there is teacher as well as parent awareness. We discovered that the yeshivas and ultra-Orthodox girls' high schools were starving for this. They have students with very high learning potential and there was no reason why they shouldn't study mathematics and science at a high level, except for the fact that they didn't have enough students to open classes. The success was extraordinary in this sector, and this year there are two full classes of ultra-Orthodox girls in the virtual high school and we have even trained ultra-Orthodox teachers to teach them."

Another group that has enjoyed the opportunity to study accelerated mathematics is Bedouin students: "This year, these students are studying in three classes. This has raised unanticipated difficulties. A portion of virtual high school learning is done at home. However, in the homes of the Bedouin students, there is no access to the Internet. Therefore, we provided laptop computers and cellular modems for the students, because we didn't want a child to not attain five units because of defective infrastructure. The ultra-Orthodox sector also doesn't have computers, and we built a different model there. The students remain at school or in a community center to learn mathematics using the computers there." It is evident that these populations demand more extensive consideration than what they are presently getting.

Ben Har proposes a number of insights relating to the strategic outline that the Foundation has implemented until now. First of all, in the area of the sciences, most of the Trump Foundation's activity has been in physics, and the Foundation has done nothing significant in the area of chemistry (if at all). It would be advisable for the Foundation to expand its operations into this field as well. Another comment raised by Ben Har relates to the need to extend the Foundation's focus to earlier grades: "The Foundation may need to enter the middle schools to create a future group of learners for the high schools. Most of the science teachers in middle schools have preparation in the area of biology. They don't know how to teach physics and chemistry and certainly, they are not specialists. They have approached us for help. If the Foundation doesn't reach these students in middle school, how will they know that they want to study physics or chemistry in high school?"

Technology study is another area that is close to the heart of the Foundation's strategic operations. In Ben Har's estimation, the Foundation will need to make decisions regarding the promotion of this area further on: "Throughout the world, the talk is of STEM (the knowledge areas of science, technology, engineering, and mathematics). It's not entirely clear how the Foundation team has dealt with technology learning. This is different from mathematics and the sciences for which there is consensus that they should be part of the students' general education and later on whoever has the opportunity and potential can specialize in these subjects. I don't think that it's right to say that from 1st grade, everyone needs to learn programming in the same way that they learn mathematics, because I don't think that it's the mission of the education system to produce new workers for industry. However, the position of this important field must be considered."

LOOKING TO THE FUTURE

It's important to examine the challenges placed on the Foundation's doorstep at the conclusion of five years of activity and looking forward to five additional years. Similar to any organization operating in a complex and uncertain environment, decision makers have also been asked about what might risk or interfere with fulfilling the Foundation's objectives and in light of this – what steps should be taken to deal with them.

"Presently, I don't see a threat to the Foundation's endeavors or successes, aside from the fact that they intend to shut down the Foundation at the end of ten years of operation," says Michal Beller, President of Levinsky College. According to her, the Foundation has done amazing work in identifying a vulnerable issue and advancing it. "They have influenced the decision makers in Israel, have operated in a focused manner, and are very influential and impressive."

"After they have dealt with the acute issue of high level mathematics and science, looking toward the future, they should expand the focus. For example, as part of mathematics study, there is a need to look at the younger age group as well, inasmuch as high school studies are built upon what students have already learned in middle schools and before that, in elementary schools. In my opinion, the most urgent issue is to deal with the middle schools, beginning with 7th grade. The transition to this grade creates a crisis, because the mathematics subjects are different from those studied in elementary school. It's possible to continue to the higher grades from that point. The Trump Foundation could also further expand into the area of four study units in mathematics. In my opinion, that doesn't involve a huge expansion. The issue that is worth continued support is teachers' professional development in the higher grades. I also think it's important to stress that this is an area that you can't just walk into and then leave. The teachers must have guidance, particularly new teachers to be absorbed by the system in coming years."

Beller points out another issue that creates a threat to one of the efforts focused on by the Foundation: recruiting quality teachers and keeping them, which is part of the effort to increase the number of mathematics and science teachers in particular. Another effort is, of course, to improve the quality of teaching instruction. According to Beller, graduates of flagship programs for career changers to teaching, such as Levinsky College's Delta Program, suffer from depressed earnings. Most of these students have come from the high tech world and they have been integrated into teaching in the framework of a second career. Their lower earnings are detrimental to their motivation and this may sink the efforts invested in them: "The program's successful graduates arrive at school and discover that their salary is 4,500 shekels. This is because the Ministry of Education doesn't recognize their seniority from their previous positions, and therefore, an increase in teachers' wages based on seniority doesn't benefit them. This creates both distress and insult as a result of the state not being a partner to their sense of mission and the importance they attribute to their newly acquired profession."

Gila Ben Har, CEO of the Center for Educational Technology, maintains that she doesn't have any criticism of the Foundation's activities, but she has encountered a sense of confusion among different bodies regarding the division of labor between the Foundation and the government: "Sometimes, an eyebrow has been raised as to whether the Foundation is filling a function that the government needs to fill. It's important that the state know its responsibilities if tomorrow, the Foundation ceases to operate. Like a parent who lets go of his child, will the child know how to walk alone?"

Lea Dolev, ORT's Director of Mathematics Instruction, further clarifies the point: "In the past when we worked with donors, they generally gave money and forgot about us and we forgot about them. In my opinion, this wasn't particularly successful. Today, we work with donors of a different sort, such as the Trump Foundation, and others as well, who are involved in the field of operations and determine the agenda. So, if the ORT network didn't want to deal with the issue of five units in mathematics, we wouldn't have any collaboration with the Trump Foundation. However, I think that the pendulum has swung too far in the sense that a foundation such as the Trump Foundation has to a certain extent taken the place of the authority, in other words, the Ministry of Education, in determining priorities."

The Trump Foundation does indeed consider the time frame of ten years as a window of opportunity to institute change, although according to Eddy Shalev, Foundation Chairperson, it will continue to operate beyond that: "We aren't in a race against the clock, and it's not essential for the Foundation to cease operation in another 10 to 15 years. We thought that we would take out such and such an amount each year, and apparently it's not a simple matter to withdraw the money. We select the projects individually, invest modest amounts in each project and examine the results for a year or two. Only if the project is suitable, do we continue funding it." It may be that conveying a different message regarding the continued operation of the Foundation will allow partners to re-evaluate programs and to plan differently, more for the long-term.

THE IMPORTANCE OF DOCUMENTATION AND MEASUREMENT

In the 2015-2016 school year, Minister of Education Naftali Bennett initiated the national program for the strengthening of mathematics study, an emergency program that for the first time, would allow all of the high schools in Israel to teach five study units in mathematics by opening 100 new study tracks. The Ministry set a goal of doubling the number of students studying five study units to 18,000 students in four years. An additional goal is to double the number of teachers teaching five study units from 1,000 to 2,000 teachers. (In the "national crisis" section above, the involvement of the Trump Foundation in consolidating this program is mentioned).

Ben Har notes that the shortage of teachers is a strategic threat to the success of the Ministry of Education's program and indirectly – to the success of the Trump Foundation: "They opened a class for every five students who want to study five units in mathematics. Where will the teachers they're talking about come from? I know that there is a shortage of teachers. I don't see a significant increase in the number of teachers who are now being prepared, and as a result of the shortage, schools that haven't managed to find teachers, certainly quality teachers, have had to give back hours they received as part of the program. Another question is what happens in classes that have been opened now? Who's teaching them? Are they good teachers? And if so, where were these teachers in the past?" Ben Har is also concerned that the schools will be unable to continue operating these small classes for only two or three students if there is drop-out from higher levels.

Opening the small classrooms harmed the activity of the virtual classroom operated by the Center for Educational Technology and Ben Har believes that the State has made a critical error: "The virtual high school is very transparent with clear and quantified data. We know how many students were at each study level in every stage and how many are promoted from one grade to the next. Once they had generously proposed study hours to the schools, the schools took students out of the virtual high school in order to open classes for every 4-5

children. A gap was created in quantification. A situation may have been created in which in the future, schools that opened new classrooms won't report when some students drop out. Some of the statistics will appear at the end of the year when the schools report that a certain number of students have taken the matriculation exam. However, without documentation it will be impossible to monitor and see what has caused the students to drop out and whether the small classrooms have affected success," says Ben Har.

The desirable solution, according to Ben Har, is for the Trump Foundation to make a special effort to coordinate the data in the field and to analyze it: "I believe that the Trump Foundation must put pressure on the Ministry of Education to collect and share the statistics about what has actually occurred in these classrooms so that it is possible to monitor the program. I expect the state and the Trump Foundation to monitor the students entering 10th grade, examine who was advanced to 11th grade and then 12th grade, the students who took the matriculation exam and the scores they achieved. Without real data, it will be difficult to evaluate which of the different interventions led to the students' success. It should be remembered that the Trump Foundation has encouraged the state to invest more money, which has happened – and therefore, the Trump Foundation has a responsibility. Quantification must be carried out for another reason: it is uncertain whether two years from now the budget that currently exists for small classes will exist. Measurement will allow us to know the relation between gain and benefit, and where there was a high return on the investment. Therefore, the Foundation has to insist and demand the data from the state."

MULTIPLYING THE SUCCESS

Kobi Shvarzbord, science coordinator at Leo Baeck High School, points to an important perspective which deals with what seems to be a duplication of something already in existence: "I have the feeling that in certain situations, the Trump Foundation has sent out too many feelers, sometimes in the same direction. The Foundation team can fund the same item from several angles and then there's overlap and the programs become inundated. For example, in relation to the middle schools where there are plans to set up science teacher communities similar to the communities established for high school physics teachers. There's a "Kadima Mada" network program operating with the Trump Foundation's funding while at the same time the Weizmann Institute is working on building communities for middle school teachers, which the same Trump Foundation is funding. Perhaps each one of the programs is different and fits different populations. However, this could create duplication."

There is a great deal of importance to the issues voiced in this context by Ofer Han, adviser to the Minister of Education, regarding the Foundation's future. He goes further and wonders, in light of the program's espousal by the Ministry of Education, whether the Foundation's original objectives weren't realized: "The Ministry of Education is already extensively and forcefully implementing the program. The Foundation needs to re-organize, especially relating to the question of its present role. When the Foundation was instituted, if its role was to place mathematics at center stage, so now, when mathematics is at center stage in the Ministry of Education's endeavors – what does it want to do further?"

Han also proposes two options for possible future focus: "The Ministry of Education needs a fast 'commando unit,' a quick executor. My advantage as the Ministry of Education is great, but the disadvantage is the Ministry's slow speed. It may be that the Trump Foundation needs to become the body of execution to whom I can say, 'come, take my ideas into the field, go

ahead before I submit a tender that will take a long time.' The second option is for the Foundation to enter other areas. For example, the subject of English is very interesting to us."

RISKY DEPENDENCE ON THE MINISTER OF EDUCATION?

On the eve of the 2015-2016 school year, Minister of Education Naftali Bennett expressed his aversion to the title of the education system's central program, "The Other is Me," designed under his predecessor. He said that he believes in strengthening identities and that he will increase the number of students going on identity-forming trips. "I don't agree with 'The Other is Me,' the other is not me, each person is different," the Minister of Education said at a meeting. (*Ha'aretz*, August 2015). In March 2016, statistics of students eligible to receive a matriculation certificate were published. They were revealed by the Freedom of Information Law and showed that "according to the statistics, during the present academic year, the Ministry of Education has spent 75 million shekels to increase the number of students tested at the highest level in mathematics (five units). Nevertheless, the Ministry statistics reveal that the small number of five unit students in mathematics is only the tip of the iceberg concerning the education system's troubles: in 2014, approximately 50% of 17-year olds did not receive matriculation certificates (among Arabs, 55% were ineligible for matriculation certificates and among the ultra-Orthodox, 91% were ineligible for a matriculation certificate)" (*Ha'aretz*, March 2016).

These two items demonstrate possible and rapid changes in the focus of the Ministry of Education: the first item, which is not directly related to mathematics, indicates the relationship between the personal positions and apparently the political positions of the Minister of Education, between encouraging and funding certain educational programs. The second item, dealing with mathematics, presents statistics that could create public pressure – or be used as an excuse, depending on one's perspective, for changing the policy of expenditure for achievement in accelerated math in favor of promoting the value of equality in the Ministry of Education.

These examples, which serve only as demonstration, do not depend on research relating to the policies of Israel's Ministers of Education, but constitute a backdrop for the interviewees who wondered about the ability of the Trump Foundation to continue advancing its objectives when Ministers of Education are replaced. The new minister then seeks to introduce different emphases into the system. "The Trump Foundation was lucky that Piron agreed to their agenda, and Bennett has made it the first sentence spoken at every opportunity. However, what would happen if a Minister of Education came along for whom this was not his agenda? Would the Foundation undermine the goals of the new minister?" asks Lea Dolev, ORT's Director of Math Instruction. "There were Ministers of Education before Piron who never placed this on any platform, or in any plan of action. Ultimately, the budget is limited and if there's a Minister of Education who has a different priority, the present harmony will be destabilized. Without the monetary support and professionalism of the Ministry of Education, it would become more difficult, because a school principal is under obligation to the Pedagogical Secretariat and its whims."

An additional danger stems from the possible identity of the Foundation's measures with a right-wing, anti-humanist agenda. The person who today is identified with such an agenda (without referring directly to the correctness of this claim) is present Minister of Education Naftali Bennett, who is portrayed in the public as desiring to influence the values studied in the education system. An echo of this can be found in the words of Dr. Zeev Dagani, principal

of Gymnasia Herzliya, who has earned a relatively high public profile. In an interview with *Ha'aretz* newspaper, Dagani said that "Education doesn't interest him [Bennett]. He only uses it as a platform to advance his nationalist political ideas. He fires and gets rid of all the people who think and express themselves otherwise…and introduces into the system people who serve his ideology…even this whole business about studying mathematics above all else. The budget goes to this. What does he say about it? That other things aren't important. Humanism, combatting racism, ignorance. People don't understand what's bad about it. They say, what do you want, what's bad about mathematics?" (*Ha'aretz Supplement*, 13.5.2016).

In contrast to this approach, Ofer Han, chief of staff to the Minister of Education (during Piron's time as well as Bennett's) diminishes the claim that the Minister of education's identity is important, because the budget for strengthening mathematics studies is anchored in the regular base budget of the Ministry of Education, beginning in 2015-2016: "The significance is that the next Minister of Education won't need to say 'I want this' and be judged by obtaining a budget like Bennett was. It's very dramatic. If a future Minister of Education wants to back out of the program, he'll need to go to the Treasury and say that in a budget of 50 billion shekels, there are 75 million shekels designated for mathematics and he wants to decrease this as part of a budget cut or to divert it to another destination. However, then he'll be asked, 'Why mathematics? Find something else in the budget.' To make a comparison, there are a number of programs undertaken by Shai Piron that weren't anchored in the regular budget and that's the whole difference. A new Minister of Education apparently won't fight to obtain a budget for a program that the previous minister initiated and that was identified with him. However, once you anchor the budget in the regular base budget, you are in another world. The regular base, due to its automatic pilot function, continues from one year to the next. Thus, there will be 75 million shekels forever. It would be very difficult to trim them because it would be necessary to face the senior personnel in the hi-tech branch, 8200's commander, academia, and anyone lobbying forcefully for the program."

Shai Piron expresses a different concern. According to him, the campaign encouraging mathematics only scratches the surface and won't become engrained in the values of the Ministry of Education: "When I was a school principal and I was told that we were receiving hours for the project, I would have joined the project – not because I wanted the project but because I wanted more hours. It may be that this is also the case today in the schools. I am concerned that too few things are done here deeply, gradually, and in an organized way. One of my concerns is that as a result of the campaign that focuses on accelerated mathematics, teachers will simply change the scores or some Minister of Education will give an order to make the exams easier in order to increase the number of five unit graduates and attract other students. When will we see this? Only on the comparative international tests."

Piron goes on: "Different from other subjects, mathematics and English are part of the consensus, but the initiative can easily crumble. In Israel's political DNA, it is customary for the minister to show achievements. What will happen if the pace of progress in increasing the number of students isn't the pace that satisfies the political needs of the Minister of Education? If the Minister of Education sees that it hasn't succeeded – he'll move on to English. He'll come out with a new program in English." In Piron's opinion, in order to avoid a situation in which a program disintegrates, there's a need "to create a deeper infrastructure within the education system so that it won't be dependent upon the minister: "I think that the more something goes from being a project to becoming a culture, something at the heart of learning, at the depth of things, it will have a greater chance of success."

THE TRUMP FOUNDATION'S RELATIONSHIP WITH THE GOVERNMENT

Dalit Stauber[4]

INTRODUCTION

Soon after beginning its activity, the Trump Foundation brought to the public's awareness the decline in the number of high school graduates of advanced mathematics and physics, while creating a connection between these numbers and the future strength and prosperity of the State of Israel. The foundation did more than just sound the alarm. It decided that its top priority would be strengthening the teaching of physics and mathematics in secondary schools, focusing on teachers and their practice. Soon after, the foundation developed a portfolio of programs to increase the number of teachers who are trained to teach these subjects at a high level, to empower them to teach clinically and to develop and improve their teaching methods, and to build teacher communities so they could learn from their peers and support one another in their practice.

The foundation deliberately decided not to act alone, rather to engage in deep collaboration with all the relevant stakeholders, including the governing institutions of the education system - the Ministry of Education, its districts, the municipalities and school networks. These partnerships were created based on an understanding that the provision of education is the responsibility of the government. This notion which recognizes the inherent limitation of a philanthropic body was crucial to the foundation, in order to ensure wide implementation and sustainability of its programs that can only be guaranteed by public organizations.

A period of five years may be too short in order to draw conclusions and to discuss the question of whether the foundation was right in taking this route and to determine if it achieved its goals and how it did so. It would be even more presumptuous to try to point to specific elements that were more conducive to the success, whether the clinical teachings programs, the media campaign, the central government policy, or their mix together. However, this period is sufficient in order to reach meaningful intermediate insights, which allow learning "on the go" and mid-course corrections.

FROM STRATEGY TO PRACTICE

The Role of a Foundation

The Trump Foundation defined a clear strategic approach, which guides the way it operates and allocates its resources. The foundation's papers describe the foundation as a "persistent engineer", constructing plans and overseeing their proper implementation, while at the same time operating as a "polite pyromaniac", setting fires in different locations and blowing so they will spread. However, all of its work is based on a fundamental assumption that the government is the leader of education and that its responsibility should be empowered and

[4] Former Director General of the Ministry of Education

respected. The foundation sees its place as a mosquito near an elephant, a catalyst for its movement and a buzz in its ear.

This principle of "Government responsibility", had a great impact on the pace and scope of the foundation's activity during its early years of operation, when the foundation was busy planting seeds. It collected data, conducted an ongoing data-backed dialogue and tried to win over hearts and minds, with the goal of making an impact on policy. The foundation also tried to reach an understanding with the professional echelon of the Ministry of Education and - as the Ministry was willing - to put in place a budgeted policy that is consistent with the foundation's goals. These steps formed a concrete basis for understanding the importance of the mission and for creating a practical joint vision, objectives, targets and agreed metrics of success for the activity.

Eli Hurvitz, Executive Director of the Trump Foundation, explained this in the following manner: *"Education belongs to the government and the government must lead. The government's responsibility cannot be delegated to any other party and it is their sole responsibility, from start to finish. Philanthropy has a different role - philanthropy can be a supporting catalyst, and its advantages and disadvantages must be predefined. Once the matter of responsibility is clear, it is also becomes clear why a philanthropic foundation must have an expiration date, so the government will maintain its long-term commitment. When a joint priority area is jointly chosen where philanthropy is going to assist, it has to have clear goals and methods of operation for how the philanthropic system will help the government in alignment with the rules of the market that are dictated by the State. The foundation then works like scaffolding of a building, supporting the initial constructions processes; and when the foundation exits and the scaffolding are removed, the building will continue standing."*

<u>Strategic Partners</u>

The second assumption for the foundation's work is the importance of creating comprehensive impact by recruiting as many significant partners as possible and shaping public opinion, through opinion leaders in the areas of its activity. The foundation tried to create a "tail wind", active involvement and support for the process (a collective impact ecosystem). These activities stem from a belief that shaping broad public perceptions, that recognize and support the importance of the processes that are taking place, will help progress through public awareness, social awareness and public pressure, ensuring continued influence after its activity ceases.

Hurvitz notes that he believes in collective impact: "*Throughout the work year we worked with Sheatufim, the Rashi Foundation, Intel and the Ministry of Education. If I were to define the three components of creating collective impact, they are (in reverse order):*

a) *Formulating a policy, vision, goals and metrics*
b) *Creating extensive cooperation between all of the relevant actors*
c) *Developing capabilities in the field*"

<u>Measurement</u>

The foundation defined that its success will be examined in three dimensions: A. Did it effect change in the excellence metrics and was there an increase in the rate of high school students completing the five-unit matriculation? B. Did the change indeed seep into the education systems, and to what extent? C. Were capabilities and awareness built in a way that will allow them to prevail even after the foundation stops funding the program?

It is clear that beyond the predefined objectives, it is important to listen to the "field", in order to learn lessons "on the go" to help the activity succeed and to establish collaboration with the Ministry of Education. It is also important in order to provide a working model and to leave behind a body of knowledge, which will serve as a tool that will allow the Minister, the Director General and the decision makers to act properly in future cooperation with philanthropic foundations as well. As such, the foundation hoped to offer a cure for the "disease" of a lack of information management and thoughtful documentation of methods of activity in the government offices, who keep reinventing the wheel every time that a difficult and/or pertinent topic needs to be addressed. Hurvitz argues the following:

"*We do not receive regular feedback or in-depth reflection from our partners, and it is important for us to understand- especially at this time- what can be done otherwise... It is important to us to document what we are doing with the government, so that when the Director General of the Ministry of Education wants to cooperate in the future with philanthropy and wants to do it right, there will be a reference or a set of references. It is amazing when you think about how many previous attempts were conducted and the level of cooperation that took place, and there is no documentation of the knowledge or the creation of recommended working patterns... It is important for the foundation to know and understand what government officials think about these questions in order to do better work together, and in order to instill this body of knowledge in future cooperation... It is important to reach a situation whereby when the government wants to tell a story about philanthropy and how to work with philanthropy, we will all know what the government needs in order to be satisfied, and where compromises can and cannot be made."*

OBJECTIVE AND METHODOLOGY

The objective of the following study was to examine the positions of government officials regarding the foundation's activity: assumptions, methods and insights regarding further collaboration. Six in-depth interviews were conducted with senior staff members, who were selected by the Foundation. In addition to the Executive Director of the Trump Foundation, we also interviewed Mr. Shlomo Dushi, Executive Director of Sheatufim, Ms. Yulia Eitan, deputy head of the National Economic Council at the Prime Minister's Office, Ms. Michal Cohen, Director General of the Ministry of Education, Mr. Zvika Aricha, Chief Inspector of Physics, and Ms. Dasi Be'eri, Director of the High School Education Department of the Ministry of Education. All of the interviewees were happy to participate in the study process, put time and thought into it, and answered honestly and with great transparency, out of a sincere desire to contribute to the insights and continue the successful cooperation with the foundation.

They addressed the necessary conditions for success when working with a philanthropic foundation, issues where cooperation with such a foundation is appropriate, the importance of the style of operation of the foundation and its executive director, the recommended channels of communication and their frequency, the level of satisfaction from the activity and suggestions regarding what can be implemented in order to create a successful model for future cooperation between the government and foundations. The interviews provided insights on matters pertaining to the implementation of the strategy and the theory of change, the impact of the foundation on the educational field, the quality of management of the cooperation with the government and the Ministry of Education, and recommendations on how to effectively utilize social networks and evaluate the concept of excellence that guides the foundation's activities.

THE RESEARCH QUESTION

A number of key issues were examined, from questions regarding the basis for the foundation's objectives, to evaluating the activity that took place and addressing further activity:

'Working within the system' - The foundation decided to operate within the system while using the tools at its disposal, and not to offer any supplemental extra-curricular activity that is dependent on philanthropic grants. This was done in order to ensure government responsibility. What is "the price" that the foundation paid for this decision, if any? Retrospectively - was this the correct decision?

The partnerships strategy - The foundation's strategy of partnership with the public sector in general and the Ministry of Education in particular involves being a co-investor. As such, the foundation and the Ministry of Education invest in the project independently and separately, with no direct agreement between them. What were the alternatives for this kind of partnership? How is this put into practice?

Creating partnerships with stakeholders - In order to expand the circle of excellence and to build the required networks for this purpose, the foundation decided to work closely with the larger 'Eco-System', and it initiated an cross-sectorial collaboration [the 5p2 initiative], which includes the Ministry of Education as a central player. The goal is to build a coalition between various actors in government, academia, the high tech industry, the army, local government, etc. Is the foundation successful in nurturing the required network in order to promote the desired change? What can be improved?

Sustainability - Are the partnerships that the foundation established achieving the ongoing and wide scope of implementation and sustainability that it would like to achieve?

'Looking toward the future' - What are the challenges that the foundation faces in the next five years? What are the future risks entailed in the foundation's ability to continue its activity? Is it able to cope with them and how?

FINDINGS

Foundation Leadership

One of the things that came up in the interviews is the centrality of the Foundation's Executive Director as a leader of the endeavor. The interviewees referred to the centrality of the leading personality of a philanthropic foundation and his personal style, as part of the foundation's positioning and as a decisive factor in the success of the process and strategy implementation. Eli Hurvitz is considered a determined and consistent person, who knows how to express the foundation's objectives very well, with a clear perspective regarding the foundation's role in the process, while at the same time emphasizing the importance of the government as the leader who takes overarching responsibility.

This is how Shlomo Dushi describes him: "*Organizations are made up of people, and Eli's role here is very important and complex when it to comes to creating connections between people, in order to build relationships. Relationships that leave space for others, in a manner that each*

person's voice holds equal value, with some compromises, even though many concepts are positive and they become part of the consensus when different things are combined."

Michal Cohen added her own emphasis: *"The personal aspect is very important. Everything depends on the relationship between people.... the Trump Foundation's strength is in the fact that nobody cares who is leading and there are no ego games. The foundation practices what it preaches. It doesn't just talk about partnership, it operates as a partnership."*

Zvika Aricha adds: "*This is not an organization that talks about "expanding" the Ministry of Education and rebuilding it. Rather, we recognize the system and listen to it, unlike other foundations, which required a veto on what they were trying to achieve while fully ignoring the Ministry".*

Dasi Be'eri also thinks that: "*The importance of the person who represents the foundation and his personal style is unequivocal. The more a person encourages partnerships and is attentive, the greater the chances of success. I sat down with foundations that were very knowledgeable. And here you have a foundation that is very powerful and at the same time it has an extremely admirable level of humility..."*

Yulia Eitan continues to describe the uniqueness of the foundation: *"The Trump Foundation acted the entire time as a partner, instead of as a client; a partner in understanding the problem and in taking action to expand the window through conversation. This is a challenge that should not be taken for granted."*

The Role of Government vis-a-vis the Role of Philanthropy

The interviewees, civil servants who represent the establishment through their various positions, are all convinced that the government must not allow anyone else lead in the core areas. The civil servants are extremely familiar with the government's obligation and its responsibility for education, as well as their personal professional responsibility that stems from this. They bear responsibility due to familiarity and desire. At the same time, they are well aware of the weaknesses of the system and its limitations as those who follow its procedures. As such, they experience severe frustration at times with the fact that their extraordinary efforts don't always bear fruit at the pace and scope that they would like due to organizational, bureaucratic, economic, and sometimes political difficulties, including frequent policy changes due to the frequent turnover of ministers.

They often become tired of serving as society's "punching bag" for any number of problems and they are often not recognized and appreciated for their efforts and professional investment, which is rarely disclosed to the public. However, the interviewees referred to the advantages of "combining forces" with a philanthropic foundation that knows how to work in real cooperation with respect for government and its responsibility, in order to promote topics that are clearly important and central. In these cases they greatly value the cooperation and are willing to assist and to be assisted in order to achieve the shared objectives, to meet the targets and to realize professional dreams, which would not have come to fruition without the help of the foundation.

The Trump Foundation also receives substantial praise for the choice and focus on the important challenge of promoting excellence in the sciences and mathematics. Over the years, the Ministry of Education has made a variety of attempts to increase the number of students in the five-unit matriculation tracks for mathematics and to increase the number of teachers who are trained to teach them, but without any noticeable success. Among all of the objectives of the Ministry, there was no emphasis placed on this goal in the past in terms of focus and resources to bring about the desired breakthrough: A significant increase in the number of mathematics and physics students in the five-unit track and putting at their disposal a team of teachers with a high level of capabilities that allow them to address the demand. Partnering with the foundation facilitated focus and success for all of the Ministry partners, as they strive towards a high level of work and motivation for further cooperation in order to achieve the goal and additional goals.

This is how Zvika Aricha describes it: *"When we met, Eli asked me: How do you view the system and what is important in your eyes? The conversation was in 2009-2010 and the numbers were revealed two-three years later. The number of students completing 4 units in mathematics increased among those studying physics. I was the first to feel that something was happening. Although the number of 7500-8000 completing matriculation was maintained, those completing 4 units of mathematics constantly increased. The result is that the mathematics level of physics majors was lower in the universities as well. Without the top tier the number of teachers and experts became less and less. This is what I described to Eli and I asked for his help, and I could not imagine at the time - during the first conversation - how much help would be provided."*

Yulia Eitan emphasizes the role of government in providing the policy, claiming that: *"I believe that it is critical to understand the government's need even before building the tools. Eli Hurvitz immediately allowed for a professional conversation, from which he took some things and left out others, but there was a dialogue about all of the challenges. From my standpoint, the government does not have to manage foundations or organizations instead of the foundations or organizations managing themselves. The method that the Executive Director of the Trump Foundation chose is a good way to teach about the process, how to get an organization to run properly, and then we go back, and ask again about the need. There was an attempt here to create a meaningful process and to clearly elucidate the real need.... The government must be responsible for most matters and the foundation must contribute at the margins with a sense of respect for the government's responsibility. The government operates the system and the foundations assist in the areas determined by the government. The nature of the content will always be determined by government, while the mediator may at times be from the foundation staff. The non-profits have a conceptual advantage, but the material must be presented in a creative manner, in a way that will enrich the government's toolbox. The government must consult with the non-profits, in order to address blind spots. However, the policy is decided by the government."*

Michal Cohen describes the model of working alongside philanthropy such as an "Octopus": *"If the government wants to succeed with the foundations it has to be confident about its added value and its leadership, and that the topic is on its agenda. Collaboration with foundations strengthens the government and the public service. There is room for everyone. The definition of tasks must be clear and include clear setting of expectations. Topics in which there should not be cooperation with philanthropy are regulatory matters that require a sovereign authority. But other than that there is no hindrance to partnering with a civic organization according to*

the aforementioned rules. The model of a coalition that is formulated behind the Ministry with many arms, like an octopus - is a successful model."

Dasi Be'eri emphasizes the importance of the foundation for the strength of the activity: *"The government has many important goals, but it goes back and forth between them and must balance its energy dispersal. The Trump Foundation comes and provides a focus, requiring "high walls" around the topic all of the time. As a department director I learned that when there is a person who keeps pestering you (in the positive sense), he creates a great amount of traffic."*

Shlomo Dushi refers to the added value of philanthropy: *"What is appropriate for cooperation with philanthropy? The most problematic part is the governmental perspective - that someone who brings money is desirable in our parts, because it generates extra cash for the senior officials' pet projects. This is the most problematic thing possible. There is a great temptation to work with philanthropy, of all kinds, due to the State's troubles. Philanthropy's place should be in an area where there is value to work between sectors to address a matter in which government requires extra help in order to create added value, and not just taking available cash."*

The Partnership Model

Throughout the period, from the moment the foundation was established, there was an ongoing dialogue with the Ministry of Education, ministers and director generals, so that the Ministry would lead the process and positively view the importance of the objective and fully identify with it and its responsibility to achieve it. The joint focus of all parties on the goal of promoting sciences and mathematics only came about following significant steps that the foundation took over a few years. These steps included properly understanding the situation, increasing public awareness, recruiting numerous partners from the relevant government ministries, university representatives, non-profits, museums and significant parties in industry and the private sector. All of the above came together to build a mechanism of dialogue and creating a roundtable, where one hundred organizations and companies who decided to join the cause, would sit and provide a tailwind to the government.

This model of partnership with many parties who joined together for the process was based on an innovative concept, since at this roundtable each one of the parties recognized the government's responsibility and leadership, but also had an equal status in the conversation as a student and teacher, regardless of its size and the importance of its role. This mechanism, which was closely managed with great sensitivity by the foundation and Sheatufim, is what ultimately neutralized foreign or hidden interests involved in a process of many organizations. Even if these organizations had a motive to promote their interests, such as - for example - teaching computer science, or focusing on training engineers, ultimately the proximity to the Ministry, the Minister, the Director General and the professional staff, were considered an immense profit in themselves, with a place of honor at an influential table of decision makers.

The great power of the Eco-system, where all partners support and understand the work from close-up, and address difficulties and opportunities while operating as a coalition, is a great asset for the Minister of Education and the Ministry. This strength can also face significant opposition if it is not used wisely. The Minister of Education at the time, Rabbi Shai Piron, was not on the same page with the foundation regarding the importance of promoting excellence specifically in mathematics, but the data that was carefully collected by the

foundation presented a situation on the ground that could not be ignored. The process received an extraordinary window of opportunity with the arrival of Minister of Education Naftali Bennett to the Ministry of Education, with his deep understanding from his high-tech background and as a former Minister of the Economy, of the importance of the process and the revolutionary implications for it on the education system, on society in Israel and on the development of the economy in coming decades.

During his tenure as Minister of the Economy, Bennett took note of the great deficits and the immense need in the labor market and in the various industries for engineers and graduates with mathematics training. The continued professional training of these graduates, when provided on the right level and adjusted for the market's needs, can address the industries' developing needs and guarantee Israel's economic vitality. The fact that the leading officials in the Ministry of Education at this time are deeply convinced that the process is essential form a professional standpoint, along with the unequivocal statement that the Minister received from the National Economic Council that supported the process, provided fertile ground in order to make significant wide-ranging decisions. And indeed, immediately after taking office in the Ministry of Education, Minister Bennett's understandings were translated into significant strategic target of doubling the number of mathematics students completing five units, and this target was backed up by his decision to provide a one hundred million shekel budget for the process.

Shlomo Dushi referred to the cooperation between the parties and claimed: *"Such a manner of work involves crises that occur from time to time, as well as players who are trying have an impact with secondary agendas, such as those from industry or from the civic sector who want to take a slightly larger cut. But if you understand that you are in an eco-system with a very effective potential and that there is a need to compromise, not in your activity but in the public domain, then you can create something very significant. Here, the Trump Foundation saw a real concrete value in the collective impact model, instituting a different paradigm or more concentrated work, with no ego, and a joint front dealing with the Ministry in order to maintain a routine of constant contact. If you eliminate political aspects, the most important thing is that an amazing system was built based on trust, which proves that with such organization you can reach more meaningful achievements than what is possible with each organization working on its own."*

Yulia Eitan expounded on this topic: *"Any philanthropic entity encounters a reality in which it can be an agent of change, but at times you have to wait for a window of opportunity that will allow for a breakthrough. The topic of five units of mathematics could not be breached during Minister Piron's tenure, since this topic did not interest him. Minister Bennett announced that this was his plan on his first day in office, but as Minister of Economy he worked on the engineer deficit, where the cause of the deficit in this profession in the labor market is a lack of mathematics knowledge and the small number of five-unit students. He understood that the system is producing graduates who are unable to enter the work force, which created dynamics that made him ready to listen. Bennett himself got on the phone and asked the Council what they think. He came prepared and he understood the need. He entered a Ministry that understood what is on the table, following the processes that the Trump Foundation already put in place. The fact that the foundation succeeded in ensuring their place at the table for the first discussion immediately when the Minister began his tenure is a double success for the foundation. Firstly - the fact that the professional ranks did not object. It is easier for a minister if he doesn't have to fight with the professional ranks. At the same, when a serious external party speaks it is worthwhile to listen to them."*

Michal Cohen explains that: *"I understood that if the Ministry fails to embrace this program, it won't happen. Shai Piron began with 'Mathematics First' program and then Naftali Bennett put 100 million NIS into it - much more then what was required for the original plan. He provided resources and made it a priority, and this direction will achieve the targets that were determined. Naftali deserves credit as the minister who included the topic in his strategic plan, and also provided a significant budget of 100 million NIS, and he also speaks with people in high-tech, in industry and with the school principals, and he verifies everything. There are status briefings, and there are incentives and rewards. At the end of the day the Ministry built the plan, but the foundation initiated it."*

A change cannot be created on the national level without the government and without an authentic and potent partnership with it. The new innovative organizing structure, which led to the partnership strategy, provided a significant added value, which created extremely precise answers to needs born out of a sense of urgency and intensity. There were plans before, and officials and entities took action. Evaluation plans were conducted, and the number of five-unit mathematics students still continued to drop. Once the new concept was put in place, suggesting that if the Ministry makes this matter a priority, and appoints one party as an integrated address for all execution, backed by an extensive support network with additional flexible resources at measurable rates, the breakthrough occurred. This is the reality that we face now. After consistent focused work for a few years, the foundation's vision was embraced, during Minister Bennett's tenure as mentioned, and a generous budget was allocated.

With recognition of the government's responsibility, with an understanding of the importance and urgency of the goal, and with a view of the window of opportunity provided by the joint venture and leveraging public awareness through the many partners that came to the Collective Impact table, the process reached an unprecedented scope. This scope accelerates the process of meeting goals even before reaching the agreed deadline for achieving them. We can certainly conclude that the Ministry considers the advancement of excellence in mathematics as its responsibility. The Minister and the Director General are leading the way, regularly monitoring the compliance with goals, a joint steering committee accompanies the process and advises, the work plan is detailed down to the class and teacher level.

It includes the assignment of tasks among the partners and close monitoring down to the level of a weekly status report, there is a large array of incentives, there is public relations and media activity to provide leverage, and there is noticeable mobilization of all partners according to the needs on the ground. There is a consensus among the government personnel and the Ministry of Education personnel that the decision of the foundation to operate from within the system was a correct decision, and after the "birth pangs" stage the strategy is proving itself as the only way to work harmoniously with the Ministry.

Michal Cohen continues to talk about the joint work, explaining that: *"As far as working within the system is concerned, The Trump Foundation is currently working very well with the Ministry of Education. The policy is determined by the Ministry and they serve as multipliers who leverage the Ministry's ability to achieve goals. In the beginning it was not like this. They came in with their decision to promote teachers in the sciences and they were asked why specifically sciences? At first they declared what they want to advance, without asking if this is what the Ministry wants, just assuming that the Ministry will say "yes". Today they are on the correct path. Now*

there is joint work, with the formulation of strategy, metrics and methodology, and they are involved in accompanying the integration process. A foundation that wants to push an agenda and have an impact on the national level must connect to the professional level of ministry that will lead the process."

Regarding the question of working "within the system or outside it", Dasi Be'eri replies: *"I don't know what is correct from a research standpoint, but from my experience the Trump Foundation was an excellent role model when it comes to focusing on the target - sciences and mathematics. The foundation doesn't deal with mediocrity or a lack of clarity and focus. They are more precise than the Ministry... Therefore, the discussions with the Trump Foundation are very clear-cut and this is very challenging for the Ministry, which is not always so "clear-cut"... Excellence - this was always the Ministry's focus."*

Zvika Aricha sees the process as one that can be learned from: *"Trump's work form within the system, including its support of development and governmental entities, contributed greatly to the success. This investment is an investment over many years, because it included all of the required elements: Research, fieldwork, conditions for success and adaptation."*

The "Co-investor" Strategy

Notwithstanding the above, government officials had an ambivalent approach to the co-investor partnership strategy. On the one hand they are aware of the difficulties, the bureaucratic foot-dragging and the time that is wasted during each process of tendering a contract with the Ministry. Everyone has criticized the way the tender processes drag on, their complexity and the fact that they sometimes pose an obstacle. On the other hand, some people see the tender contract as a guarantee of stability and continuity throughout the years of the contract, as it serves as an "internal ring" for the risk of policy changes, due to frequent changes in personnel, which are a result of ministers being replaced and the governability crisis in the State of Israel.

The fact the Trump Foundation can execute joint decisions and its own decisions so quickly was not seen as lacking disadvantages. Some of the Ministry personnel consider the relationship with the Centre for Educational Technology (CET), a grantee of the foundation, a contractual process like any other that suffers from all of the problems and defects of the Ministry's tender process. Some of them also criticize the exclusivity of CET, which is undoubtedly seen as a provider of a quality product, but is considered expensive. With a lack of competition it hinders opportunities to utilize the potential for contracting with parties that would have allowed for cutting down on expenses and an intelligent use of resources over time. At the same time, the Ministry's personnel did not offer an alternate solution that would address the weaknesses of each one of the sides of the coin.

Regarding the partnership strategy, Michal Cohen notes that: *"The foundation decides where it invests. On paper we do not have a relationship with them, rather with CET, so in any case there is a tender process. The foundation does not want to get stuck dealing with government bureaucracy. Over time I think it would be a good idea to consider institutional cooperation processes. Since the cooperation is a result of the relationship with Eli, what exists today may not be possible tomorrow. The fact that there is no legal relationship also does not bind the Ministry over time, for example if the minister were replaced. When there is a legal contract the government is bound by it. As such, the method that they chose has some disadvantages, but there are advantages as well."*

Dasi Be'eri is also ambivalent about the fact that the Trump Foundation avoids contracts and legal relationships with the Ministry and claims: *"Conceptually, they are right. Practically, today the Ministry funds the Virtual High School program that is becoming too expensive for the Ministry. I ask myself how did this happen? Budgetary methods are not my expertise. From a rational standpoint I understand that the Trump Foundation is right. CET's energies are directed at providing service for the issues where Trump is involved, while at the same time they are very expensive in other areas, and as a result it is very difficult for the Ministry to move to the next step. CET is the most appropriate entity from a professional standpoint, but from a cost standpoint working with them is becoming impossible. I had experience with another foundation where the contractual difficulties doomed the plan. At the same time, the presence of this important foundation, the Trump Foundation, should serve as a red light, that a monopoly should not be created, which would increase the prices of the parties that provide services to it and to the Ministry, which would negatively impact the rest of the process."*

Creating an Eco-System

The Trump Foundation's strategy for creating an Eco-System has been met with a mixed reaction. It is supported unreservedly by Sheatufim, who see the recruitment of such a large group of organizations with various interests and their transformation into an orchestra that plays in harmony, an immense achievement that is of great value towards creating sympathetic public opinion. Sheatufim also recognizes the possibility of opposition being created if there weren't such a large circle of partners. Such voices could have undermined the Ministry's work. The fundamental, extensive and ongoing process, which such a large coalition produced, is an extremely valuable asset for any minister or director general, and they can use them to achieve a decisive impact and make meaningful change on the ground.

This coalition helped in its own way to bring to the system new role models; successful engineers and high-tech people. They visited schools to raise awareness of the importance of and motivation for studying mathematics at a five-unit level, and to assist in changing the branding of five-unit mathematics from elitism that is only appropriate for a few to a subject that is appropriate for the masses from all sectors, communities and sexes, and that everyone can succeed.

I should note that it appears that government officials are aware of the leverage that can be provided by the numerous partners to the process, especially key figures who are public opinion leaders. The Ministry of Education officials certainly benefit from the dialogue as well, which exposed the various organizational cultures, challenging the Ministry and allowing it to "sharpen its tools" and improve work methods. Furthermore, there is satisfaction with the extensive public consensus that was created and with its results, as well as the recognition that the Ministry of Education is receiving from partners from other sectors due to the exposure to the Ministry's work. These partners, who were at times the most critical of the Ministry, learned to appreciate the Ministry's work form up close, to understand the difficulties and complexities, to value the quality of the human capital found in the professional teams, the activities performed and their scope.

These numerous entities and their leaders serve, as of today, as goodwill ambassadors for the Ministry of Education in Israeli society and they are spokespeople for its work and achievements. At the same time, the Ministry is clearly very sensitive to its status and importance as the program leader. The Ministry would like to receive appropriate credit for

its part, as they see it, via publicity in the media, directly to the public and at events where the partners are present. Some do not feel like this credit is given appropriately, consistently and precisely. Some of the Ministry officials are critical of the limited financial contribution of some of the partners and the way they are satisfied with an advisory role. These officials expect the participants, who joined the Ministry and the foundation in this program, to open their wallets. Some of the Ministry officials would like to see the partners take responsibility for leading overlapping topics, which are not the core of the Ministry's work, such as documentation and research. These are areas where the flexibility of these organizations can allow them to be leveraged in order to empower the systemic learning process that can be derived from them.

The method, which gives each organization - big or small - an equal voice around the table regardless of their objective contribution, is not to the satisfaction of all of the Ministry officials. On the other hand, no other proposal was raised to provide representation based on relative weight or another structure. Sheatufim sees the Trump Foundation's decision to provide an equal voice to any organization regardless of its size and reaching an agreement about an equal process, as an immense virtuosic achievement, and Eli Hurvitz is given the credit for his negotiation abilities.

Shlumo Dushi says: *"In this case a situation was created in which it has a great impact. It starts with the Trump Foundation's understanding that there is no organization, even a large organization that operates in an arena involving a complex issue that can independently create a decisive impact. And if they do have such an impact they will face criticism from the government. The foundation was willing to act in a dual manner. They would promote their agenda in their own way, while at the same time putting aside their ego in order to create a wide-ranging coalition of partners that generally suits the strategy. One of the things that we learned is that as long as the issue is authentic and there is a sense of urgency and many organizations want to work together, each organization still works on its own and employs its own manipulations, but they are willing to huddle under one flag with the same measurements and criteria in order to impact the government. If Eli and I sit with the government in a closed meeting and explain the problem, and also show them 60 organizations that got together to work as a coalition, the system can also hear alternatives from the opposition. And why should the government create an opposition? So in a case of many groups who came together to support a central data-backed issue, no Minister in his right mind wouldn't embrace the opportunity in one way or another... Such an organization has the kind of unbelievable momentum that carries all of the forces forward on behalf of a shared objective, after they made sure that the senior Ministry officials share the same goal... Once a minister comes in and puts the flag at the top of the pole and allocates resources, the system still has a weak point such as how to create motivation for students to sign up for the track, which requires a great amount of effort.*
This is difficult for the system, and the external force does the work. 37 commercial companies that send senior engineers to conversations with students, 407 schools that visit the systems of the high-tech companies, and then these become the current role models for the youth to identify with... There is something very unique here, very effective, even more then what we could have anticipated. The Minister of Education and the Director General beside him, are very seriously pushing the issue and it is at the top of the agenda. This is an issue that could have been an elitist issue, and instead it opened up obstacles that were in place for sectors of the population that did not have access - ultra-Orthodox women, children at youth villages, peripheral towns, regions that did not have an option to complete five units. You are bringing a package with a real value that is also easy to digest from a social standpoint."

Zvika Aricha claims that the Eco-System generated a "buzz" in the system, a public atmosphere, by partnering with the high-tech field and bringing them down to earth: *"It even created humility among the engineers, who went into the classrooms and learned from the teachers' work. They learned to appreciate them and understand that they have what to learn."*

At the same time, Aricha was disappointed that *"these partners all come in for one part - an engineer who comes to one lesson and gets the students excited, cannot be compared to what a teacher does over time. I won't agree to projects of expert engineers. I want teachers who will be with the students over time. Long-term teaching provides deep insights that cannot be received through 'glimpses'. I don't need and I don't want anyone to come to us as "saviors" or advisors. On the other hand, if they open their wallets and contribute to the system so it can do more, that would be appreciated... The Trump Foundation, unlike the various advisors, allows for a dream to be fulfilled with real ongoing assistance.... A partnership was created in which the system was recruited just as much as the external partner. I must note that one of the things that really bothers me in the publications about the leading teachers in the academic field, is who takes credit between the academics, the government and the people on the ground. Instead of publicizing 'come see a jewel of a process with long-term partnership thinking, that connects interests, and come join us because we will do something that you can learn from", the Weizmann Institute published it as the Teachers communities of the Weizmann Institute. The Ministry of Education fully funds all of the communities at the moment. The foundation left after three years. There is continuity and they are copying the methods that were learned. Today there are 600 teachers in 200 communities."*

Dasi Be'eri sees the Eco-System, that the Trump Foundation worked so hard on, as a correct concept from the standpoint of partnering and recruiting public partners in a way that empowers the Ministry: *"At first there was contempt from the private organizations towards the Ministry, but as we moved forward it turned out that the Ministry was much better than what was perceived. On the other hand, the organizations challenged the Ministry and forced it to improve. There is a great value in partnership because it creates a deep recognition and mutual appreciation. At the collective impact roundtable some of the partners learned to see more things in the Ministry's work".* But Dasi adds that: *"At the table something public is missing. In the partnership circles everyone is equal, there is something related to personality or character and it you may be a manager in a low-level organization and you become a partner who is listened to, even though your contribution as an organization is unproven. And a person like Eli, whose personality is quiet, may be heard less. Something in this model may require examination, regarding the relative strength of the partners, which may get lost in all of this, because each organization has one voice. I don't know whether it is bad or good, but there isn't always consistency between the amount of work and the amount of involvement in the discussion. It is worth thinking about this."*

Michal Cohen says that: *"As far as the Eco-System is concerned, I don't know whether the Trump Foundation brought all of the partners. Sheatufium, the Trump Foundation and the Ministry all joined together, and everyone brought partners. The foundation knows how to work with partners. It doesn't fight for its place and it looks for ways to increase our combined strength and to leverage it, and it backs up the Ministry well. The Ministry feels like there is public resonance at times. But it is important to emphasize that when I come to an event with partners, for example the event that took place at the Sheatufim conference, I am not sure what the purpose of the event is. Is the purpose to connect all of them, to promote the partnership, to create public noise about the plans? Many times I felt that when Minister Bennett came and put an emphasis on mathematics, the issue was in any case pushed forward with the Ministry leading. Sheatufim's event with the Minister was an enormous, bombastic, grandiose event that was covered by the media, and I didn't understand its precise purpose. If as a foundation you don't want to take ownership of an issue, and you really want to be behind the scenes, even an event like this sends a message. When the Minister and the Director General come to such an event, it raises a question for me. Because the event put them in a place that was unclear to me, and I am not sure what the value of this event was to promote the cause. It was weird for me and I did not feel like the Ministry was at the center of attention, rather it was public relations that in my view are not so essential. The CEO of Intel and Eli Hurvitz talked about the great success and I explicitly told them "don't get confused". It was the Ministry that determined the policy and invested one hundred million shekel. And contrary to the atmosphere of partnership in which we usually work together, there we got the sense that the Ministry was just a sidekick. Nevertheless, among all of the partners there is a great atmosphere and good work. Every plan they fund is in partnership with the Ministry. Their added value is in the fact that they initiate, stimulate and create public resonance."*

A very important and challenging point in each extensive partnership organization process is finding the precise focal point, an area where all of the efforts must be concentrated on. The choice of math appears, at this stage, to be a correct consensus choice, because it is fundamental. Beyond the goal of creating technological scientific excellence at the high school level among about twenty percent of the students, it allows for the high school graduates to choose from a wide variety of subjects and professions, in higher education and in the work force.

Sustainability

The question of the sustainability of the foundation's activity and creating an infrastructure that will ensure further activity for many years is of concern to all of the interviewees. All of those asked recognize that without a clear policy of the Minister and without appropriate funding there will be no continuity for the work that is taking place. It appears that there are two sides to the success coin. On the one hand, the government and the foundation recognize the importance of the Ministry's leadership and funding as part of its overarching responsibility. On the other hand, the Ministry recognizes the importance of the foundation acting as an engine, an accelerator, a gatekeeper, an integrator, as one who provides leverage and momentum, with a flexible ability to act quickly without obstacles, and such it can assist at many junctions and in many different ways to help the process succeed and to meet the goals.

I should note that at this stage none of the interviewees felt that the infrastructure that was put in place guarantees sustainability. Many of the activities produced noticeable results on the ground. An increase in the number of students, more teachers, more quality clinical teaching experience, more forums for colleagues to learn from each other, more committed staff members, more public awareness. At the same time, after years of painful experience nobody feels confident enough to guarantee, or even to believe, that it can be assumed that the present infrastructure will carry the program into the future on its own.

A specific reference to the infrastructural gaps was expressed in the context of the importance of creating a mechanism based on precise data, which will allow for an understanding of the performance and needs of the teachers in the different stages of their professional development. A system that will allow a comprehensive view of the potential target audiences for teaching mathematics and sciences, where they will come from, what is required in the training and development process, and how many teachers will be required each year in order to meet the growing demand, the regular maintenance and the quality assurance.

This raises the question of which mechanism will most effectively allow for a precise collection of data from the field for the purpose of monitoring, remuneration, planning and decision-making. Concern was expressed regarding the quality of the Ministry's data, which is collected from the field through the school principals, who are very busy and do not consider sending data to the Ministry a priority in their job. In fact, it is a task that many complain about.

Dilemmas also arose regarding the proper basic tools to maintain public awareness over time and the importance of expanding the efforts into specific segments of the population, and whether creating an annual progress report for this topic and publishing it would help create appropriate public noise. The importance of establishing management, financial and organizational infrastructure to support the endeavor was emphasized, as this would ensure that the focus on intensive work is maintained. An emphasis was placed on the fact that the supplemental budget must be anchored as a basic element of the overall regular budget. This anchor will establish the long-term continuity and will reduce the concern regarding across-the-board cuts and sharp policy changes, or deficits in periods of political instability.

I would like to emphasize that all of those interviewed feel like there is much work to be done. On the one hand, it is necessary to expand and deepen the program. At the same time there is a need for continued attention to the implementation of monitoring and oversight, of incentives and remuneration, and most importantly the continuity of a funded strategy of promoting and positioning a goal of developing excellence in science and math, as an overarching goal in the coming years for the Minister of Education. Michal Cohen notes that: *"Looking towards the future, as long as the Ministry continues to lead the program and to invest resources - there will be sustainability."*

Yulia Eitan says that: *"On the sustainability level - there is no existence without the Ministry of Education. Sustainability will always depend on who the minister and the director general are. Despite everything that was done it is not possible to guarantee sustainability. Of course, we are building stable foundations, but the challenge is to anchor the activity with tools that are less reversible, to make the plans a fundamental part of the budget and part of the routine work of the ministries."*

Dasi Be'eri addresses the sustainability issue as follows: *"Some of these activities are sustainable. The Virtual High School program, for example, cannot go backwards, but additional hours depend on the Minister's policy. The mechanisms that were created are partially a fact on the ground. The question of sustainability is also related to the question of awareness. If there is no supportive public awareness, there is less confidence in continuity, because agendas change as the ministers and governments are replaced. I believe that leading teachers will become the norm. There is a deeply-ingrained tendency to avoid mathematics and science, and this perception will not disappear quickly. We are only halfway there. Over the last two years there has been a great increase in the number of students, but this does not guarantee that it will always be this way. Looking towards the future it is important to continue creating a public consensus, not only in the professional circles and within the Ministry, but out in the public sphere. Within the next five years the government will be replaced and it is therefore important to establish guarantees and anchors so that the culture and routines will continue. The foundation does not have to create this, but it certainly must push it forward and promote it in order to establish it."*

Zvika Aricha notes: *"I am unsettled regarding sustainability. The problem is the Ministry, which does not ensure sustainability. The government is always making cuts... It is still not clear whether the government will continue the process. Continuity requires government policy and budget... But I do not want the process not to continue and not be completed in another five years. The Ministry is not able to fill the shoes of Eli and the foundation and to continue to sustain the models. Eli and the foundation have great respect for the system and they work with humility. They are like a small mosquito facing a large elephant. This is also true in terms of resources. Yet a small steering wheel changes the direction of the boat. The change that we are starting to see now will only fully come to fruition in another three years. Now things are moving along well, but if it is halted it will take time for anyone to restart it."*

Shlomo Dushi notes on this matter that: *"The issue of sustainability reminds me of what the Minister of Education said in the last meeting that the system is jumping forward, but it is running on steroids. The truth is that there is that we need to build muscles, since there is no sufficient infrastructure and the challenge over the next two years must be to ask: what is the required infrastructure? "*

INTERMEDIATE CONCLUSIONS

As far as drawing conclusions from the foundation's modus operandi is concerned, Ministry of Education officials feel that **the dialogue process must be established and improved.** Even if today, after five years of work, there is a sense that the work methods have become an established norm, this was not the case in the beginning and even today "tweaks" are necessary in terms of the quality and frequency of the partnership. Some of the people report that they would like to know about things from the conceptual stage and to participate regularly in meetings that take place from time to time. Even today some of the Ministry of Education staff, who are leading partners in the process, say that they only learn about activities after the fact from people on the ground.

On the top level, the Director General emphasizes that as of today the partnership takes place at the correct dosages, efficiently and with a good atmosphere, but this was not the case in the beginning. At the same time, it is clear that if there is a point that crosses all lines and is shared by all of the government staff it is the desire to be partners in a regular dialogue, which

will provide them with a current status report throughout all stages, from the planning stage until the assessment of execution. The proper dosage must be consistent with the degree of involvement. The aspiration for establishing a regular process and improving it indicates a desire to provide impactful feedback, as well as a desire and sincere willingness and professional need of the Ministry staff to be leaders and true partners in the processes that are taking place.

Michal Cohen goes into further detail: *"Already when I was Deputy Director General, I held a "crisis" meeting with them, because there was a sense that that they are talking about what is important to them, and even though they did have influence within the Ministry, the Ministry itself was not leading and it certainly was not leading from top to bottom. In this meeting I tried to set limits and get on the same page. Since then, we launched 5P2, and Sheatufim were very helpful with this connection. At least in the beginning it was hard for me to understand and to identify a driving force, so we defined the limits, the policy and the leader. When Minister Bennett came and decided to put mathematics at the front of the stage, we were able to immediately launch 5P2."*

Zvika Aricha clarifies what requires improvement: *"The foundation's management method doesn't always include everyone in the process in real time, from the dream stage... A while back I complained to Eli and Tammy that they do a lot of things related to physics that I only find out indirectly. And if the foundation conducts an activity at the Seminar College that I am not a part of - how will there be sustainability and continuity? This is a point that requires improvement. It is important to conduct status updates that include all of the information. Without cooperation with me as Chief Inspector of Physics it will be difficult to succeed. I organized the program despite the coincidental manner in which I found out about it - I heard about it from the instructor - due to a sense of responsibility... "*

Dasi Be'eri also distinguishes between "then" and "now": *"Regarding the methods of communication with the Ministry staff I observed something very random about the way the foundation came into the Ministry and only got to my department at a later stage coincidentally. In many stages there was a work interface, but this was not planned and it was not managed, and suddenly we found ourselves partners. Why did we never act in an orderly fashion and not just "on the go"? Something about the entry method was unorganized. At first there was no clear awareness of the nature of their role and their involvement. This only happened as we moved forward. And this must be improved. Today the government is satisfied, and if as we continue there is measurable change, whose presence is felt, this will cause the government to continue to be satisfied."*

Yulia Eitan focuses on the following: *"The Executive Director of the Trump Foundation made sure to update and to receive updates in a non-intensive matter, but he maintained the partnership at an appropriate dosage. Nevertheless, once a year it would be good to have structured status updates. The process ran forward and entered the track, but it is still important to be there in order to identify what is needed and to maintain the focus."*

Furthermore, looking towards the future but also retrospectively, wishes and desires arise not only for continuing the processes, but also to expand and to add to it. The need was identified for an additional circle of partners - that were not part of the current circle - from foundations and funding parties, who can bring with them a new resource of thinking differently, which has the potential to inspire the process.

The Ministry staff would like the foundation staff to help them fulfill additional professional dreams, which the Ministry's bureaucracy or the lack of flexibility of immediate liquid resources, makes them difficult to fulfill. A precise dialogue with them can lead to expansion and to the addition of processes that are consistent with the primary objective.

There is an understanding today of the importance of precise and comprehensive documentation of the process, and its absence is unfortunate, since much information could have been produced from it going forward. It appears that the Ministry staff would like to be assisted by research and development in this area, and by creating conceptual documents and academic research, which would help strengthen the processes, establish and validate the questions that nag at them, and make tools available to leverage the process in the public sphere.

The nagging conceptual questions include, for example, questions about how to expand such a significant process without losing focus? How to create a practical plan for leading significant programs with such a scope? How to retain the insights along with the practical plan, which the Ministry feels like it learned and upgraded, regarding its organizational ability that developed to generate processes of internal systemic progress with synchronization and coordination between officials? The Ministry staff, who feel that today they have someone to talk to about these aspirations and they can even be addressed, are concerned about the day after.

Dasi Be'eri emphasizes the importance of the conceptual change: *"Regarding the question of what is missing, I would like to put more emphasis on winning over hearts and minds within the system and among the public. I say this despite 5P2 and despite President Peres. Furthermore, we didn't spend enough time on in-depth conceptual documents, on making the concept more accessible and on the added value for the public. At the Ministry it is very difficult to find time to prepare in-depth conceptual documents and perhaps this is the foundation's role. Nobody transcribed all of the activity on a document that is submitted for the public to comment on or for there to be an academic discussion, and then cynicism develops about other things. For example, a statement that the Ministry of Education does not care about violence because it is busy with mathematics. In this case there is a circle of partners. I would expect the foundation to reinforce the partners and help develop a practical plan for raising awareness. Even for the student - the roundtable should explain to him why to study five units of math, as well as a virtual roundtable that will explain the importance to the entire public: Students, parents and the general public. I am certain that the foundation has the documents and the documentation, and the ability to move a respectable process forward, in a way that it will have an impact on the governmental level and become a national program, with clear benefits laid out, in order to extinguish the cynicism with clear research-validated responses".*

Regarding the question "what would I nevertheless do differently?" Shlomo Dushi answers: *"I would build another circle that we didn't build. There is a circle of companies that coordinates and funds the visits at about 450 schools. One thing I didn't do and I would have done, is create a coalition of foundations and funding entities, since we may be surprised to discover the added value of such a process for the initiative. What was lacking is a new resource, with thought put into it, which is not exactly our role, but we could have contributed to this indirectly. Because we are also lacking the method of work and the players from the philanthropy field. These players could have made a special effort in this direction as well. I don't identify anything beyond this. Overall there is an atmosphere in this arena that is very positive".*

I would like to emphasize that all of the interviewees expressed a great amount of confidence that the experience with the foundation allows to **produce a model** that can be learned from in the future and be used to lead partnership processes of great value with a wide-ranging consensus. They claim that there are mandatory conditions that were conceptualized for success with a philanthropic foundation, and they are:

1. Choosing an important central topic on the agenda.
2. In-depth study of the subject and collecting precise current information regarding the phenomenon.
3. The government must lead while taking overarching responsibility for the process.
4. Support from professionals in the Ministry for the vitality and importance of the process.
5. Precise coordination and consensus regarding the vision, goals and methods of action.
6. Determining an integrating responsible body within the Ministry.
7. A joint coordinated process from the beginning of the planning stage, while ensuring an ongoing dialogue with update meetings through all of the phases of execution.
8. Recruiting significant relevant partners to support the process, and creating supportive public opinion.
9. Winning over hearts and minds; increasing consciousness and public awareness in extensive circles.
10. Creating a sense of urgency and maintain motivation over time.
11. Maintaining the proper balance of private resources versus public resources in all stages of the process.
12. Maintaining a willingness to listen and empathy along with determination to promote the processes with all of the partners.
13. All of the partners must remain humble and leaving the stage to the leading Ministry.
14. Committed and determine leadership.

The interviewees also referred to **situations that are tempting but must be avoided when working with a philanthropic foundation:**

1. Just because someone brings money to the table, it doesn't mean cooperation with them is desirable or appropriate. Cooperation must be avoided with those who come to address the senior officials' troubles by providing "petty cash".
2. Ensure that the partnership creates an added value for the State.
3. The State does not like to work with foundations who behave in a patronizing manner and gloat about “trapping” the government in a long-term obligation it may not be able to uphold.

SUMMARY AND CONCLUSIONS

If we examine how government perceives its success and the ability to meet the three objectives determined by the foundation, already at this stage we can say that the number of mathematics students at the five-unit matriculation level increased to 13,000, well beyond what was determined for this stage of the program. Of course, it must be verified that all of the students take the matriculation tests at this level when they complete 12th grade, but it can be assumed that this index will be considered a success. Physics studies are growing in parallel, since in most cases they are the same students who take advanced mathematics.

Regarding the goal that this change will seep into all layers of the education system, it appears that the change is in process. The media and public campaign to convince parents and students of the importance of studying mathematics at the five-unit level is in full force, and the number of students studying five units is constantly on the rise. The increase in the number of teachers, the improvement in the quality of teachers who were and are being trained to teach these students and those who will follow them, the support frameworks that were developed for them, and the pedagogical practices that were developed by them, are an inseparable part of the success in meeting this objective. There is still a need for additional mathematics and physics teachers, and despite the "bottleneck" it appears that if the demand is tailing the supply, then along with the steps that have to be taken, there is also reason for optimism.

The third objective, which deals with the aspiration to create infrastructure for continuity, which will guarantee the sustainability of the process over the years even if the foundation ceases to be involved, still requires "supporting scaffolding" and reinforcement. The Virtual High School exists, the teachers communities are working, and the processes of developing and training teachers are taking place. Furthermore, as public awareness develops and intensifies, the partnerships are expanding and become more established. At the same time, not all of the partners express confidence in the infrastructural capabilities that were established, in order to make this a permanent process over the long-term, without the professional, budgetary and moral support network provided by the foundation. They are concerned about the Ministry's ability to maintain the processes without ongoing strategic leadership that is backed by the policy and budget of the current minister.

The answers to the question regarding the foundation's chosen strategy indicate a very high level of satisfaction with the character of the head of the organization and his methods of operation. There is a sweeping consensus regarding the foundation's decision to operate "within the system", to focus on one important and significant core topic, whereas government is entrusted with and exclusively responsible for leading the process. The foundation serves as a catalyst that allows for and accelerates processes with flexibility and efficiency in order to help the government promote important processes with a consensus.

The decision to operate as an investing partner without a formal contract and without a tender is perceived by the Ministry officials as being advantageous in the way it addresses the Ministry's bureaucracy, but it has other disadvantages, as it causes some of the processes to become more expensive and creates a risk of transience if there are changes of personnel.

Also regarding the Eco-System issue there were critical voices regarding the partners' level of involvement and place. Nevertheless, it is apparent that the Ministry officials learned to recognize the many advantages of working in a transparent partnership with this group that serves as a power multiplier, as goodwill ambassadors who generate supportive public opinion for the process, alongside additional advantages of the partnership. A partnership has the tendency to create an atmosphere, an environment and a synergy that inspire additional dreams and aspirations as challenges to fulfill, even beyond the shared challenge of creating continuity and sustainability for the process.

As with any intensive comprehensive project there is room for improvement in certain areas, but all of the partners are convinced that the present partnership is a breakthrough that will lead to significant achievements. The modus operandi of the foundation and the strategy that

was chosen has proven itself at this stage as being very powerful and effective at promoting the process itself, but also as something that can be learned from on behalf of future programs and on behalf of future partnerships.

This case study can be summarized in the words of Executive Director of Sheatufim, Mr. Shlomo Dushi, which reflect the spirit of all of those interviewed:

"I believe the government has good reason to be very satisfied with the partnership model. The Minister can take credit for a revolution in the education system. The action we are taking now will have an impact on the next 50 years of the State of Israel. The Ministry embraced this as a flagship program and the Minister can demonstrate that in three years he achieved a revolution, and then he can certainly be satisfied. There is a new different model here, which you won't find in any government book and is not familiar in the government world, since it comes from other worlds with great complexity and immense focus. The collective impact world instilled concepts that were intended to coexist well with this complex world, to contain the complexity as a present reality, not to be afraid of it, and to utilize it positively. The wisdom in this process is to solve problems while involving all of the interested parties, and to build trust - a process that is much more interesting than working alone. The Trump Foundation, by just initiating the process, created a breakthrough and a strategic reality-changing process, and it would not have achieved these results without the process. It therefore deserves a lot of credit, for the process and for the results. This year there will be 13,000 students taking the [five-unit matriculation] tests. We only expected this to happen in another 5 years - and this is thanks to the foundation's activity."

CULTIVATING A SOCIAL MOVEMENT THROUGH DIGITAL MEDIA

Maayan Alexander and Or Shemesh

This document was written in order to document the development of the digital arm of the Trump Foundation - "Time for Education." The process was initially created in order to translate the values of the Trump Foundation into activity in the online environment and supporting the Foundation's strategy, while generating wide-ranging involvement of various target audiences. In recent years "Time for Education" has become identified with professional content, packaged in a popular format, and is characterized by positive writing in the education field, encouraging high quality teaching and providing evidence of excellence yielding results. In the next phase the Foundation must consider whether to keep "Time for Education" on the seam between its strategy and the public, or perhaps to shift its center of gravity to one side. In other words—to what extent should the process be tied to its clear agenda of promoting five units of mathematics and science, and to defining a media strategy with measurable goals for this purpose? Or alternately, to use the process to grow a more extensive 'social movement' and to develop a sustainable model for it that will not be dependent on the Foundation's funding and content.

This document was written by Maayan Alexander and Or Shemesh. Maayan Alexander is an expert on internet and social change, who researched the online activity data of the process, and conducted interviews and studies on the topic of online communities and community work. Or Shemesh is the editor and administrator of the Facebook page and the editor of the digital magazine "Time for Education."

THE MOTIVATION FOR CREATING THE PROCESS

When the Trump Foundation was established their central question was "How to expand the circle of excellence?", and they concluded that the quality of the teaching is the factor with the most impact in the classroom when explaining student achievements. As a result, the Trump Foundation began to focus its strategic efforts on three main channels of activity: recruiting talented people to the teaching profession, cultivating teacher expertise, and creating a model for high quality teaching. All of the above were performed by developing grants, with cooperation from the government, the local government, academic institutions, teacher organizations and educational networks. Working in cooperation with all of the above entities, the Foundation began taking action to promote the professional development of teachers and to develop programs for training new mathematics and science teachers.

Nevertheless, in a strategic analysis performed by the Foundation, it was understood that there are certain conditions that must be met to ensure the success of the Foundations' training of excellent people to teach mathematics and science. In order for suitable teaching candidates to take interest in the training programs that the Foundations planned on creating, the teaching profession in Israel must attain a respectable status. People who are suitable for teaching must feel like education in Israel is moving in a new direction and that they can participate in a process of improving this system. Furthermore, teaching candidates must be convinced that the work that teachers do in the education system yields significant results, and they must feel like people around them and society in general consider teaching to be an honorable choice, and that teachers are valued important public representatives.

This question was especially pertinent when it came to mathematics and science, since these are subjects that provide an opportunity to pursue an attractive professional career in industry and academia. This was a point of emphasis for the Foundation, due to the increasing lack of teachers in these subjects, caused by the retirement of teachers who had emigrated from the former Soviet Union during the 1990s. A study team, headed by Prof. Miriam Ben-Peretz, submitted its findings in 2009, in which they described the status of the teacher in Israel as the lowest it's been in many decades; already in the 1970s "it became apparent that the teacher's status is in a state of constant erosion, due to the level of education and training of the teachers and due to the low wages.... (today) teaching is unable to compete with the high-tech professions in terms of attractiveness and in terms of economic compensation, which would attract high-quality teaching manpower."[5] In other reports it was found that the teacher's status in Israel, as well as the level of trust of the Israeli public in teachers and their work, is especially low compared to other countries[6]. In a focus group conducted by the Trump Foundation to examine the attractiveness of teaching mathematics and science in high schools, "no participant listed teaching as one of the respected professions."[7] In this focus group it was found that most of the participants (engineers and students who are suitable for teaching mathematics or science) considered teaching as "a profession that they would not recommend, lacking appropriate income or esteem. Nevertheless, this is a profession that on some level has social value and significance."[8]

However, in the focus group it was also found that participants considered the status of teachers in Israeli high schools as higher, due to the sense of importance and seriousness of the job and due to the professionalism required of these teachers. Moreover, teaching mathematics, science and technology in high school, is perceived as more prestigious than other teaching jobs. Ultimately, teaching mathematics and science as a second career is perceived as an honorable choice—one that is based on a desire for meaning and social impact, even if this means giving up comfortable conditions and prestige in an existing career: "These are people who proved themselves and were successful, and now they want to

[5] Miriam Ben Peretz, Position Paper: The Teacher's Status - New Directions, Haifa University, March 2009, Pg. 5
[6] Varkey GEMS Foundation, 2013 Global teacher status index, October 2013
[7] Leah Pass and Chaim Lapid, Attractiveness of Teaching Math and Sciences in High Schools: Focus Group Findings, Trump Foundation, 2013, pg. 5.
[8] Ibid, Ibid.

contribute....good for them," one of the participants said[9]. A study conducted by Dahaf Institute for the Foundation found that 8.6% of those with relevant academic degrees age 35+ responded "yes, certainly" to the question of whether they would seriously consider a career change to teaching mathematics and science in high school.[10]

In light of these findings the Trump Foundation understood that creating a deep comprehensive change in the public status of the teaching profession in general, is a task beyond the capabilities of a philanthropic foundation.[11] As such, the Foundation began concentrating its efforts on building teaching training programs that would be suitable for the qualified mathematics and science teaching candidates for whom teaching would be a second career. In order to help those candidates switch careers to teaching, the Foundation wanted to support the process through a dialogue with potential target audiences and with the public. The Foundation sought to create public momentum, which would strengthen the status of mathematics and science teachers in post-primary education; create a sense of the changing direction of science education in Israel; influence people who are qualified to teach these subjects to feel like mathematics and science teaching can create a real change; and for those around them to consider the choice of these subjects a respectable choice, a public mission that people are proud to support.

Prior to its establishment, the Foundation deliberated whether it could target two different audiences simultaneously. On the one hand, the more veteran "Jerusalem" audience of government, academics, local government and third sector organization, and on the other hand, the young trendy "Tel Aviv" audience, looking for a way to advance and make an impact. After consultation with Dan Alexander, an expert for strategic messages through design, the Foundation understood that these are two separate messages and that in the first stage the Foundation must present itself as a professional, high quality, serious and official organization, building a deep-seated partnership with the "Jerusalem" audience. Therefore, in the Foundation's first phase of action, its actions must focus on decision makers and academics. The organization's language—internally and externally—is based on terminology appropriate for this audience, the conversation taking place in appropriate channels.

Only in the second phase, when the Foundation was preparing to establish prestigious new teacher training programs for science and high-tech professionals undergoing a career change, the question arose again. The question was whether and how to help create a dynamic so that the choice of teaching will be considered a valued and courageous choice, and mathematics and science teachers would be considered pioneers, participating in an important public mission.

CREATING A SEPARATE BRAND

With these objectives in mind, a half-year learning process began. Two consultants were hired, Michael Shorp and Ben Lang, who despite their young age already had extensive experience consulting for companies and organizations in Israel and overseas. The two told

[9] Ibid

[10] Dahaf Institute, Concepts, Positions and Willingness to Engage with the Teaching Profession in General and Math and Science Teaching in Particular: Study Findings, Trump Foundation, 2012, pg. 10

[11] Trump Foundation Strategic Plan, 2011.

the Foundation unequivocally: "If you try to reach the public using your current brand, when you say the word 'Foundation' you will lose 90% of your audience." They explained that today people are not attentive to institutions and prefer to speak, participate, and act independently cooperating with like-minded people.

In light of this complex challenge, four organizations similar to the Trump Foundation, which also seek to generate a social movement, were examined. These are established organizations, whose main activity is focused on traditional processes of grants and programs, but simultaneously targeted the greater public, garnering support for their strategy:

1. Skoll Foundation - The Social Edge: The Skoll Foundation is a philanthropic organization that focuses on encouraging social entrepreneurship. In 2003 it established The Social Edge, in addition to its regular activity. It is an online social community that operated until 2013. The community created a conversation between social entrepreneurs from all over the word and promoted entrepreneurs and initiatives through support and colleague guidance.

2. 92nd Street Y - Giving Tuesday: 92Y is a Jewish community center, which has been operating for over 140 years in the heart of New York. One of the values that 92Y would like to promote is giving to others, to the community and to the world. In order to promote this value, in 2012 92Y worked with the UN to create #GivingTuesday—a movement to create a "day of giving". The movement began in the United States and today it has succeeded to encourage tens of millions of people from all over the world to contribute.

3. Avi Chai Foundation—Tzav Pius: The Avi Chai Foundation is a philanthropic foundation that works to encourage connections between different sectors, while encouraging a connection to Jewish tradition. As part of its extensive activity, in 1996 the Foundation established "Tzav Pius," which over the years became an independent non-profit, operating with the Foundation's support. Tzav Pius was established as a movement to heal the rifts between religious and secular Jews in Israel, by producing drama, documentary and reality series on public and commercial television.

4. Or Yarok—Ran Naor Institute: Or Yarok is a social organization to fight against traffic accidents in Israel. The non-profit created a revolution in public awareness in Israel pertaining to traffic accidents and driving, and it created a social movement in which about a million people have participated. Only later it went on to establish a traditional arm to promote research—the Ran Naor Institute—established in 2004 to promote research on the topic of road safety and to distribute the study findings to the government and academia.

During the learning process a number of important insights were identified:

a. All of the organizations that were studied created two brands. In three of the four organizations, the parent organization maintained an official business-like position and professional language, as they did throughout their years of operation. New initiatives, operated under a new, young, and public brand, targeting the audience through emotion, creating networked collaborations,[12] and using a more down-to-earth, unprofessional language. The young brand sought to create an impact on the greater public, whereas the official brand sought to create impact on policy and practice. In the case of Or Yarok the reverse was true: after establishing the nonprofit, branded from the onset as young, and aimed at the wider public, the Ran Or Institute was established to target a professional audience in a more official and reserved manner.

   In all of the organizations, as a result of the differential branding of the two entities, the general public does not identify the popular process with the original organization. Therefore, instead of limiting public acceptance by creating the impression that a new philanthropic organization was "dropping" a new idea, these organization cultivated a concept or value, drawing people in, allowing them to nurture it themselves, and creating a movement from the ground up. Furthermore, separate branding allowed organizations to speak to people's hearts and emotions, as opposed to the logical discourse of foundations: The entities in contact with the greater public excited, amused, teased, irritated and talked back, thereby creating a ripple effect.

b. In order to become a catalyst for a social process, the four organizations concentrated on the values and the process, putting the organization's influence and prestige on the back burner, allowing people on the ground to adopt the values and ideas as their own and allowing these to grow from within. The price to be paid is not always simple—as the greater public accepts the values and makes them their own, two difficulties arise: The desire for recognition and attribution of the achievements and the success to the parent organization's activities, and also the need to direct the development of the social movement towards the objectives of the parent organization.

   For example Henry Timms, Executive Director of 92Y, describes a situation that involves this complexity: "We had lined up the mayor of New York City Michael Bloomberg to be the first mayor in the nation to declare a giving Tuesday. This would be good for 92nd street Y and helpful for us politically; we had the whole press release ready; 3oclock the day before the press release hits announcing Mayor Bloomberg first mayor in nation to declare it Giving Tuesday this arises via social media (a picture of the Mayor of Batesville, Arkansas, announcing Giving Tuesday in this city). So Mayor Bloomberg (was) not that enthusiastic about the press release being the

[12] Kanter, Beth, and Allison Fine. The networked nonprofit: Connecting with social media to drive change. John Wiley & Sons, 2010

second mayor to declare a giving Tuesday...(however) this is a sign that things are happening; this is a sign that things are going in the right direction...if it moves without you it's a movement".[13]

c. In order to reach the audience, it is important to overcome, at least in the first stage, the temptation to try to bring them to you; rather you must come to them that is to the places where they are located. At first the concept and the values have to be established among the public, and only then, if applicable and only if a real need arises—you can turn to action in new places and bring the audience to them. So for example, the non-profit Tzav Pius, worked with the "Reshet" broadcasting corporation to produce a reality show based on the well-known format of challenge competitions, in which each couple participating included one secular person and one religious person. The show thus demonstrated and encouraged, via the back door, but practically, a connection between different sectors of society.

   In a survey conducted for the Trump Foundation, they found two primary avenues to identify academics who were considering a career change to teaching mathematics and science: Traditional media, which includes television news, digital, print and radio journalism, watching programs that present personal stories, mainly on television; and online social networks and social media websites, primarily Facebook.[14] Regarding traditional media, Roi Tzikorel, the Foundation's creative media director, recounted that: "We understood that they are there, but every time we tried to promote positive articles about teachers and teaching on traditional news and media sites, we received a negative response from the editors and journalists. Putting it mildly, they didn't take the idea of publishing positive articles on education seriously and they rejected us every time immediately. There was no malicious intention. This was simply not their agenda."

d. The organizations that were studied communicated through their new branch, using discourse different than they their standard lingo. They spoke to the public at eye level, in a less formal manner, and allowed the public to respond; they created forums and a community atmosphere; they often cooperated with others and encouraged people to be actively involved in the idea. As such, a social movement began to take form and a snowball effect was initiated—people joined, forums were created, grassroots initiatives were considered, local leadership was created and the level of activity increased, with a sense of ownership of the concept by the community in general and each person in particular.

e. In order to encourage participation and involvement, the organizations that were studied allowed for a space and a respectful dialogue for all, while spreading the idea

[13] Henry Timms – CEP 2015: Understanding New Power with , https://www.youtube.com/watch?v=ExU0C7VAGN4, from minute 32 of the speech

[14] Leah Pass and Chaim Lapid, Methods for Recruiting Math and Science Teachers: Focus Group Report, Trump Foundation, 2014.

and the values. So for example, at The Social Edge, each entrepreneur and forum member could respond and post articles, with complete freedom and credit for writing the article, and the articles received a high level of exposure and were distributed in a monthly newsletter. The consultant Michael Shorp suggested that "each voice has to be heard—to allow for people to respond and reply to each message, to open the space to a wide variety of people who can 'run' on their own; this requires an extraordinary effort so that each person's voice will be heard."

f. The organizations that were studied, similarly to the Trump Foundation, had a targeted objective and they directly invested their time and resources in the problem or the need that they sought to solve. Conversely, the young processes—targeting the greater public, their objective to stimulate their growth—chose to expand the values and objectives that were the basis of the process. So for example, the Skoll Foundation used The Social Edge to allow each social entrepreneur to raise thoughts and ideas and to encourage action regarding each social problem, instead of focusing the conversation on ideas that pertain to only especially urgent global problems. Similarly, Giving Tuesday events do not focus on Jewish values, which only resonate with Jewish audience, but focus on the value of giving which resonates with people anywhere. In other words, the processes were built on values that are expected to have a wide-ranging consensus—instead a narrow need or value—the young process is trying to expand the values in order to recruit the greater public to act.

   Therefore, the Trump Foundation understood that in the process that it establishes, targeting the greater public, they cannot just talk about math and science teachers or a career change to teaching these professions, but rather must address broader concepts or values. The Foundation chose to discuss wider values of quality teaching and encouraging excellence. These are two values that affect the greater public and have a potential to encourage popular involvement. However, at the same time, the Foundation decided that the process will include a special focus on math and science teaching, using it as an example and as a pioneering concept for the larger process.

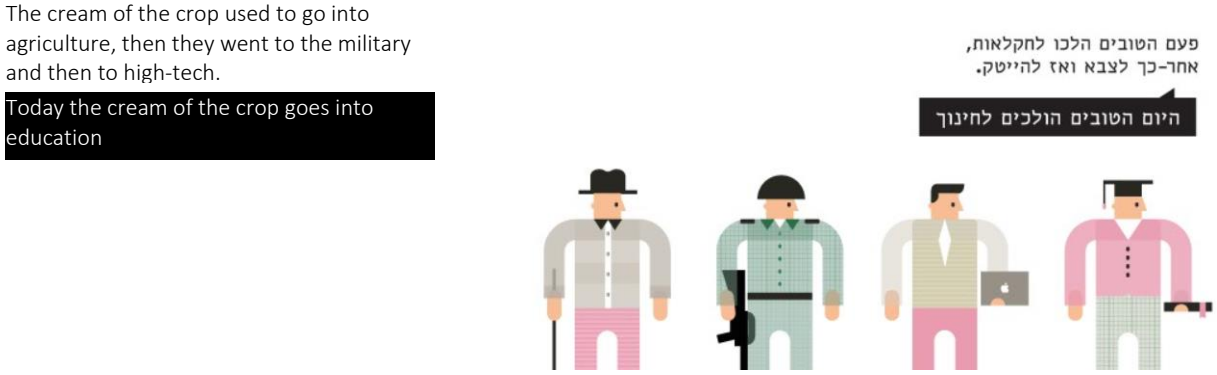
In light of this, and as a result of the learning process, it was decided to move forward with a process that would create a community under a new brand, which would deal with the importance and impact of teachers in post-primary education, reinforcing the status of the teacher, excellence and quality teaching—with an emphasis on mathematics and science. The target audience selected consisted of potential candidates retraining as high school teachers in mathematics and science. This was intended to stimulate among this audience a sense of new direction in the Israeli education system, convincing them that the teacher's job can yield fruit, and backing this up with examples from the field.

In order to professionally validate the process, it was understood that current teachers have to be deeply involved, and that they would be placed on a pedestal as role models, taking an active part in creating the community. In a longitudinal study that was conducted by Cambridge University, researchers found that only when teachers consider themselves top-tier professionals, jointly developing their own professionalism, can they present this

perspective to the public through the media. It is only then that the teacher's status improve[15]. Based on this perspective, they decided to encourage qualified teachers active in the system, to present their work and the results that they produced—although when the process was started many teachers preferred not to share their work publicly.

Since these target audiences were on Facebook, a platform that encourages forums and helping them grow into social movements, it was decided to open a page on the social network, which would provide a community basis and would open up conversation, responses and posting of stories from the education field. In order to determine a new name for the new brand they consulted with education professionals on Facebook who were asked to suggest names and to rank them. The name that was chosen by a sweeping majority was "Time for Education." A brand book was built for the graphic design that sought to relay a sense of youth and innovation, in an attempt to reach a young high-quality audience (35-45 years old) and to give them a sense of "cool" and "high-tech" quality, also expressing a sense of "vintage" and pioneering, fostering a feeling of courageous work on behalf of the country, utilizing the pioneering narrative, which is an ideal for patriotic action in Israel.

The design that was chosen is a clean minimalist design, filled with geometric shapes and design patterns, alluding to mathematics and exact sciences. In the brand book 12 colors were selected, which are prominent on Facebook's color palette. Furthermore, the drawings that accompany the brand were intended to put the teacher at the center, with an emphasis on his/her role as a professional. It was therefore decided that the teachers would wear an "academic hat," a sign of professionalism and higher education.



FIRST PHASE – PUBLIC APPEAL TO THE TRIBE

[15] Hargreaves L., Cunningham, M. Hansen, A. McIntyre, D. Oliver, O. and Pell, T. (2007) 'The status of teachers and teaching profession in England: Views from inside and outside the profession', *Final report of the teacher status project*. University of Cambridge Faculty of Education and Department of Media and Communication, University of Leicester. Research report No 831A

On the ninth of April 2013 the "Time for Education"[16] Facebook page was opened. During the first few months most of the posts were pictures, quotes and inspirational stories, relating to teaching and excellence, as well as stories of those who made a career change to teaching from technological and science professions, along with a call for new members to tell their stories, to take a stand and to respond. From an analysis of Facebook at that time it was found that pictures, quotes and inspirational stories receive the most exposure, encouraging readers to express support and to join the page in order to be exposed to additional content. The initial objective was to create as large a group as possible of followers from the defined target audiences.

One of the first posts on the page, was accompanied by a picture, and said: "Time for Education is a page that is intended for anybody for whom education is dear to their heart, anyone who believes that a change can be made in education and anyone who believes that quality education is what makes all the difference. The purpose of the page is not only to provide interesting and inspiring content, but to be the place that puts your stories at the forefront.... the first members will be able to influence the nature of the page and the community that will be built around it. In the coming days you will be invited to send us content, to post ideas and to give your opinion on various topics. We promise that all responses will be recorded and considered in a serious and matter-of-fact manner. You are invited to click LIKE and to invite more friends. Together we will put an emphasis on education and educators."

The response to the page and its messages was extraordinary. "The growth in new members of the community on the Facebook page was extremely fast, especially relative to the community topic, which is not usually a hot topic of conversation," Michal Shorp recounted. Hundreds of people joined every week and increased the page's distribution. Nevertheless, at this stage the attempt to encourage teachers to write about their work was not successful. "Teachers did not want to write. They were embarrassed, they were concerned, they didn't understand why this was necessary and the bottom line is they didn't do it. I would contact each teacher personally and ask them to write...", Roi Tzikorel told us. It turned out that teachers have difficulty writing about themselves and their work in public.[17] Time for Education did not give up, and despite the difficulties every week they published an inspiring story of a teacher. Sometimes the story was told by that teacher and sometimes by another person—a teacher or person with a significant public presence, such as then President Shimon Peres and Nobel Prize and Israel Prize laureate, Prof. Aaron Ciechanover.

After only seven months of activity, the Time for Education Facebook page had 15,000 members, and it became—to the best of our knowledge—the largest and most active online educational forum in Israel, with the average distribution of the content posted on the page reaching about 100,000 people every week. Members of the online community were mostly educators and those interested in education, age 35-50. At the same time, a targeted campaign was built on the page, directed towards those who are interested in education and considering a career change to teaching. The forum members became increasingly active, responded to content that was posted and sent the page administrators content to publish.

[16] www.facebook.com/Time.for.Education
[17] Jeff Charbonneau, Teachers: Make the Switch From Humble Servants to Confident Professionals, Education week, 2015, http://bit.ly/1PwCiDv

Facebook noticed the fast extraordinary growth of the activity and contacted the Foundation with a proposal to provide mentoring to the page administrators. From this point on Facebook staff accompanied activity, helped with problems and allowed access to advanced tools that were not yet available to all, for experimentation, learning and increasing activity.

In content and distribution analyses that were conducted in October 2013, it was found that the most successful content on the page were posts in which a person expressed his appreciation for a teacher who taught him in the past. When these stories were posted to the page, they received dozens and sometimes hundreds of shares, and were able to reach tens of thousands of people who read them. The responses to these stores were extremely supportive and emphasized the importance of high-quality teachers: "As a teacher I can only strive to be like her!"; "a good teacher—a teacher for life"; "he was my teacher and I agree with every word...thanks to him I love math!"; "an inspirational person".

SECOND PHASE – FROM THE INTERNET TO THE REAL WORLD

As the audience of members and interested people grew, the Foundation decided to try "taking the community from the internet into the real world." At first, cooperation was created with conventions and events that deal with education, where members of "Time for Education" were invited. Later the Foundation decided to hold a TEDx convention at Weizmann Institute, where excellent teachers and scientists were asked to give lectures, and the online community members were invited. In light of the success, a series of events was launched, titled "Teachers on the Bar," with the collaboration of WIZE, which would expose the greater public to the work of the teachers in an interesting, relaxed, trendy and modern atmosphere, over a glass of beer."[18] In the first meeting at a trendy pub in Tel Aviv the teacher who won the Trump Master Teacher Award in 2013 gave a lecture.

In November 2013, an additional important step was taken in this direction with the establishment of "Teachers Day."[19] Teachers Day is an ambitious attempt to establish through the Time for Education community, a kind of new holiday in Israel, similar to Giving Tuesday of 92Y. On Teachers Day, which has been celebrated since then every year, community members are encouraged to say thank you to their past and present teachers. The initiative quickly spread to the general public and today it has become a day on which parents thank their children's teachers, inspiring stories of teachers are distributed and fostering a general sense of appreciation for teachers. Schools adopted the initiative as a date on which they express appreciation for their teachers, students and parents organized celebrations and events in the teachers' honor, past and present students wrote thank you letters to their teachers, and principals issued appreciation awards to excelling teachers. The media covered the events and even the Knesset conducted a special panel in honor of this day, in which former teachers of the Knesset members participated.

[18] The launch post of the "Teachers on the Bar" initiative, "Time for Education" Facebook page, March 2014.
[19] www.teachersday.org.il

THIRD PHASE – PROFESSIONAL INFRASTRUCTURE

Along with the significant success of Time for Education, new challenges and needs arose. During the course of the activity of the Facebook page, as mentioned, it was learned how challenging it is to encourage teachers to write about their work in a professional, respectful and inspiring manner, while overcoming humility and fears. Furthermore, there was a concern that a page targeting the general public would become shallow. In a meeting of the Trump Foundation's Advisory Council in 2014, Zeev Krakover said that "there is a dissonance when you try to relay complex messages through the media. Teachers are offended by superficial messages, such as 'transitioning to meaningful learning.' Your word should be 'to allow,' not 'to instill.'" The question was how to create complex messages packaged in an easy-to-read manner, in a way that honors the teaching profession, allowing teachers to take ownership of them and to create professional content on their own, and as such to build the community from within.

As a solution, the Foundation decided to establish an online magazine, which would allow for respectable professional writing, in-depth discussions and more complex messages, maintain the information and increasing its accessibility, and also reach audiences not active on Facebook, giving them the ability to log on to the website or receive the content via an email newsletter. As such the concept of "civilian journalist" was formulated, meaning that "news can reach the public without the involvement or assistance of the traditional media. Moreover, the traditional media may find itself covering a story after it was published on a new platform, based on user content."[20] The basis for this concept is the intention to allow any user to go from being a passive consumer of knowledge to a creator-partner in the community.

The selected model was influenced by technological websites that to that point—and still today—were very popular. These websites (Such as TechCrunch,[21] Mashable[22] and Geek Time[23]) are content-rich websites, their content created by many writers who are, for the most part, not journalists, but professionals from the technology field. These websites were and still are considered a credible authentic professional authority among the professional community and the greater public, generating a significant amount of chatter and traffic. The websites integrate intensive activity on social media, along with a magazine on a designated website. The purpose was to create a conversation that grows from the educational field and turns "Time for Education" into an honorable, in-depth and popular platform, which provides positive professional content pertaining to teaching and excellence.

In order to save time and money and not to invest many resources in building a new platform, it was decided that the magazine would be operated on an existing platform. The platform that was selected is provided by Syndu, which offers services to build social websites. The "Time for Education" was created on this platform, to be operated as an online magazine, relying on content created by the community of educators. The website has a home page with articles that are published at the editors' discretion. Any person can become a writer on the website with ease, and can post articles on the website freely, and each writer on the website

[20] Shirky, Clay. *Here comes everybody: The power of organizing without organizations*. Penguin, 2008. pp 64-65.
[21] techcrunch.com
[22] mashable.com
[23] geektime.co.il

has his/her own profile page, with all the articles that he posted allowing the readers to see the writer's areas of interest and expertise. Readers can follow any writer that interests them, and will receive an email notification every time the writer posts an article. When a writer publishes an article a message is sent to the editors, who can then begin with the editing process and decide whether to post the article on the home page and send it in the newsletter, which is sent once a week to the magazine subscribers.

In August 2014 the online magazine Time for Education went live at edunow.org.il as an independent website. The articles published in the magazine quickly became the center of activity for Time for Education, most of the activity on the Facebook page being related to the articles in the magazine. Every week five articles are published in the magazine; the link to each article is posted on the Facebook page, as well as in Time for Education accounts on other social media (LinkedIn, Pinterest, Twitter). Furthermore, every week a newsletter is sent to the mailing list by email, containing the five articles that were published that week.

At first an external company was hired to create content for the magazine, and they edited the texts that were sent for publication. The magazine content included inspirational stories about teachers, professional information about education, interviews with people who made a career change, publishing educational events, information about education around the world, promoting educational videos from the internet, as well as content that promotes excellence. The content of the magazine quickly became very popular—after four months of activity the website achieved an exposure of over 250,000 people. However, the large majority (over 80%) of the content was posted by the content company staff. Teachers who chose to write in the magazine, usually wrote only once and never published another article. Therefore, a writing seminar for teachers was established, and since then writers from the education field slowly began to join.

The activity during the first half year of the online magazine exceeded the preliminary expectations in terms of the scope of distribution and discourse. About one thousand subscribers registered for the newsletter and the number of members of the Facebook page increased from 17,000 members to 24,000. In November 2014 the website's distribution reached about 200,000 people, and articles on the topic of a career change were read by tens of thousands. However, from an examination of the magazine's function, the responses of the readers, tracking the types of articles that are read and receiving feedback from professionals and leading teachers, two main conclusions were reached:

1. Two main topics were raised in the magazine in a disorderly fashion: High-quality teaching, and excellence in mathematics and science teaching. Dalit Shtauber, member of the Foundation's Advisory Council, said in the Council meetings in 2014: "Your message to teachers must be 'professionalism,' and the message to students: 'Success.' These are two different messages for different audiences. To mix them does not honor the professional teacher." In light of this fact, from this point on the Foundation's main message to the general public (parents and students) on traditional media (television, print and radio) focused on "five units" and the worthwhile effort to invest in this educational track. Time for Education, which targets the general public who are interested in education, began focusing especially

on "high-quality teaching." The Foundation's programs continued to speak to the professional field with both messages combined.

2. Along with the great popularity of the magazine and the desire to reach an even greater audience, an insight also arose that there is a need to create a balance between the popularity and the professionalism of the magazine. In other words, to add professional content that deals with high-quality teaching and to move the discussion away from inspirational stories to a discussion of high-quality professional teaching. In other words, along with the importance in arousing an emotional response from the audience, and an emphasis on a sense of change and meaning, the need arose to also create a rational understanding that teaching is a serious profession, which requires professional experience and established theory. The teacher's image as a professional became a central focus of the magazine. The assumption was that exposing the teacher's professionalism is extremely important in order for the teachers themselves to improve the profession's reputation in their own esteem and in the esteem of the general public.

For this purpose it was decided to bring the content operation of Time for Education back into the Foundation and to recruit a professional editor. The editor became familiar with the Foundation's work in the area of information dissemination, which at the time was just getting off the ground. Up to this point, the Foundation had invested little in translation of articles and books that deal with high-quality teaching into Hebrew and making them available to the professional audience through the Foundation's website. This content received relatively sparse interest, each article being read about 200 times. Therefore, in the first stage the Foundation decided to try to connect the professional-academic content to the popular platform. As an experiment, an article by Prof. John Hattie, "The Difference between Expert and Experienced Teachers,"[24] was selected. The main ideas of the article were turned into infographics[25], and for select portions of the infographics a magazine article was written in Hebrew, relaying the central ideas in Hattie's article in short and in simple language.

The article "Expertise is not (just) a matter of experience,"[26] based on Hattie's article and the infographics published in the magazine, were relatively successful. It was read over 10,000 times in the magazine and tens of thousands of Facebook users saw it. Furthermore, within the article in Time For Education, links were inserted to the full translated article and to the full infographics. There were about 700 clicks on the magazine article, and over 1,600 clicks on the infographics. The article received attention and was distributed well beyond the magazine and Facebook readers - it was quoted in various places, and extensive portions of it were sent for distribution by readers, with some sections finding their way to other articles and magazines all over the web. The infographic drawings were also distributed in different places, so that the knowledge in the article apparently reached scores of other people.

[24] http://bit.ly/2cjVNUx
[25] http://www.trump.org.il/wp-content/uploads/2016/05/ExpertTeachersFinalInfo.pdf
[26] www.edunow.org.il/edunow-media-story-43976

In light of the experiment's success, it was clear that the magazine can constitute an opportunity to distribute knowledge that the Foundation considers important, regarding high-quality teaching, to an audience of tens of thousands of teachers and educators, and as such to also impact the educational conversation in Israel and simultaneously to create a sense of innovation and professionalism in the field. The good response and the understanding that there is a need for emphasizing the professionalism and the professional experience of teaching, led to a decision that it is important to invest in bringing more professional content to the magazine, and simultaneously to encourage professionals who read the magazine to post articles that deal with professional content on their own.

The "Quality Teaching Section" of the magazine was established in order to take advantage of this opportunity. Once every two weeks the magazine editor selects, with assistance from the Trump Foundation, a professional article from the forefront of global education research that is related to quality teaching. The article is summarized focusing on the most important principles that are suitable for educators in the field, and a new short (up to 1,200 word) article is constructed based on these principles, accompanied by drawings or infographics and presented in a popular fashion. The articles utilize a variety of types of presentations in order to avoid creating print that will bore the readers. Popular ways to present the articles include:

- Suggesting effective teaching methods and tools, that are based on the article's main principles—for example "4 tools for quickly and effectively reviewing tests and papers."[27]
- Constructing a touching story surrounding the important principles of the original article—for example "A thought leads to reality: The step you can take to help challenged students."[28]
- An article that suggests tips that are based on the main principles of the article - "What works in education? 8 things that every school can already do on September 1."[29]
- An article that poses a thought-provoking question or a provocative question based on the principles of the original article—"Do teachers have to start teaching according to protocols?"[30].

Over time, it was understood that infographics and drawings that accompany the articles in the Quality Teaching Section, that are created specifically for each article, are extremely important, since they have an impact on the accessibility and popularity of the article: they make the articles pleasant and inviting, and on average they double the number of clicks.[31] Furthermore, when the infographics can stand on their own and provide the readers knowledge without reading the article—they tend to go viral on their own. The infographics are published in various Facebook groups, printed and hung up in teachers' rooms and distributed in social networks that are more suitable for graphics and pictures such as

[27] http://www.edunow.org.il/edunow-media-story-202383
[28] http://www.edunow.org.il/edunow-media-story-224159
[29] http://www.edunow.org.il/edunow-media-story-100624
[30] http://www.edunow.org.il/edunow-media-story-73212
[31] In a review of 37 articles in the Quality Teaching Section, it was found that the average number of readers for the articles without drawings was 3394, whereas the average of number of readers of articles with drawings or infographics was 6376.

Pinterest.[32] In this manner the infographics transmit the knowledge well beyond the article that is published in the magazine and further advertises Time for Education.

Following publication of the articles in the Quality Teaching Section, there are often responses and questions, and over time they raised insights among the magazine staff regarding the needs of the teachers in the field. As such, the magazine editor also began searching for articles that would meet the teachers' needs, as these were expressed in the responses to articles in the Section. For example, teachers often said that they would like to use clinical teaching practices, but they do not know how or do not believe that this can be done in formal education in Israel, due to the limited time that the teachers have, the large amount of material that has to be taught for the matriculation exams and the large number of students in each class. As a result, articles based on academic research and practices of master teachers were published in the Section, and they addressed the way to implement clinical teaching, under conditions limited time, large amounts of material and many students in the class.

After about a year of the magazine's operation, a significant collection of articles based on professional literature accumulated. Therefore, in addition to articles of the type described above, the Section began publishing articles that are not based on just one professional article, but on a number of articles that were already made available, integrating the information. An example of such an article is the article "Everything about clinical teaching."[33]

Furthermore, during the same period, teachers also began writing articles in the magazine dealing with quality teaching practices that refer to articles in the Section or are based on other professional articles, such as the article "A five-minute revolution."[34] Since they are relevant and deal with quality and clinical teaching, these articles also became part of the Quality Teaching Section. This trend increased over time. Today about half of the articles that are published in the Quality Teaching Section are actually articles written by professionals in the field—teachers, educational leaders and teacher-teachers are the writers, and they refer to content that came up in other articles in the Section or while receiving the content from these articles as existing knowledge and a basis for discussion.

After about a year and a half after the Section was established, each article in the Section had been read an average of 5,210 times. The average number of articles in the Section is 26 times the number of average readers for a professional article that was translated to Hebrew and is now in the Foundation's library. Furthermore, from the testimonies of the community of readers and writers of Time for Education we can see that the professional terminology used in the Section has begun to seep in and change the conversation in the field among the target audience of teachers and principals. For example, Alina Colton, one of the active teachers in the magazine who is currently a member of the magazine staff, recounted that "although not all of the teachers in the teachers' rooms are familiar with Time for Education, it is able to create a direct and indirect conversation in the education world. I think it is succeeding in a way to impact key players by reaching a critical mass, which causes common terms to be

[32] www.pinterest.com - a social network that is similar to a message board that allows to create picture collections and to link them to their source websites.
[33] www.edunow.org.il/edunow-media-story-80842
[34] www.edunow.org.il/edunow-media-story-224288

instilled and leads to concepts and tools to flow into the teaching arena, in a way that reverberates throughout the education system."[35]

Moreover, it was quickly discovered that decision makers, academics in the education field and teacher-teachers are also using the articles. The articles in the section began to show up in the syllabuses of education courses, in teacher seminars, and in the meeting of teacher learning forums. An example of this is the Physics Teachers Forums in Israel, where throughout the 2016-2017 school year they plan on studying a different article from the Section in each meeting. "When my article was published in the Quality Teaching Section", recalled Tammy Eisenmann, the Foundation's program director, "I received a surprising number of responses and this indicated widespread distribution. I was most surprised by the responses from my former colleagues - university researchers, who I did not imagine they were reading Time for Education. One of the researchers told me that the accessibility of the content makes her read more. Also teacher-trainers at colleges told me, more than once, that they are using the articles. Among other things, a National Mathematics instructor told me that they are using one of the articles in order to make the most of the learning process in a national instructors meeting."

As such, the magazine set a goal for the next year, to find a structured way to reach more teacher-teachers with content from the Quality Teaching Section, so that they could distribute the articles to teaching students, to new teachers and to experiences teachers at colleges and universities, at seminars, teacher learning forums and school meetings.

TEACHER INTEGRATION

One of the complex challenges of the process was to encourage teachers to write. Teachers had difficulty writing about their work in public. They were fearful, were embarrassed and they did not understand why it was important. It seems that this trend is beginning to change, and not just because of Time for Education. Over the last few years teachers' Facebook groups and blogs, dealing with the topic of education and teaching, have begun to crop up. Teachers are using social networks more to tell about their work and in order to learn how to develop professionally. It can be assumed that Time for Education had a positive impact on this change, because it is apparent that those who founded teacher Facebook groups, are mostly members of Time for Education and also write for the magazine.[36]

However, this was not the case at first. In the beginning, in order to encourage educators to write in the magazine the Time for Education team contacted teachers, education researchers, and education initiative leaders. The frequent inquiries were accompanied by

[35] Colton also described a number of examples of this: In a conversation that Colton's sister had with her daughter's teacher, the teacher quoted a sentence from an article that Colton wrote. The teacher did not known that the article was written by the sister of the mother that she was talking to. She heard the sentence from a colleague and she liked it. So she started using it to encourage parents in conversations with them. Another example is that in a round table of the Ministry of Education, Colton heard the Director General of the Ministry raising ideas that came from Time for Education. And finally, Colton recounted that the principal of the middle school where she teaches quotes Time for Education content in his weekly letters and discusses them with the teachers.

[36] For example, Sarit Miller who founded the "Teachers Make an Effort" in June 2015 and Omri Di-Nor founded the group "Educational Innovation in the Periphery".

phone conversations or meetings in order to get to know them, to coordinate with them and to generate a commitment towards writing. In December 2014 a writing workshop for teachers took place. Only three teachers participated, and only one of them ultimately decided to write for the magazine. In addition, there was a targeted effort to encourage female teachers to write. In Israel a significant majority of the teachers are female,[37] and accordingly over 70% of the members of the Time for Education Facebook page and the readers of the magazine articles are women. Nevertheless, in the magazine itself, as of January 2016 only 26% of the writers were women. The magazine staff is working to encourage women in general and female teachers in particular to write. Among other things an article was published "Not in our school? Who said that writing about education is only a man thing,"[38] calling for women to write in the magazine. The drawings in the magazine and on Facebook present females and teachers in higher percentages.

In 2016 it was decided to establish an editorial staff for the magazine, comprised of teachers and intended to serve as a group that would advise and suggest how to proceed with magazine articles, as well as future steps of the process. A male teacher and two female teachers from mathematics and science were selected for the editorial staff, and they receive compensation for their contribution. These efforts began to bear fruit, and as of August 2016 there are 158 magazine writers—36% of them women.

CONNECTING THE BRANDS

Over the last year the brand values of the Trump Foundation and Time for Education have begun to be combined. The Foundation staff noted that they learned that when working together you can multiply your impact. As such, when content about the Trump Foundation's activity is published on traditional media, its distribution in Time for Education not only exposes it to tens of thousands of additional people, it also improves the value of the content in the eyes of traditional media. They notice that there are many readers and viewers of the content that they posted and it causes them to give preference to this kind of content in the future.
Another example is the editors of the Ynet news site contacting Time for Education with a request to create a series of articles based on the magazine content. The series garnered great interest, such as for example the article "Not the teachers' salaries: What makes Finland a world education leader?"[39], that was published on Ynet and is based on the article "20 things (some surprising) that I learned in a tour of a typical school in Finland"[40] from the Time for Education magazine, which received over 1,700 shares on Facebook.

At the same time, Time for Education magazine publishes articles about grants and partners of the Trump Foundation. These articles provide a platform and greater distribution, and they

[37] As of 5776 (2015/2016) the percentage of female teachers in Jewish high schools was 73.6% and in the Arab sector 55.8%; in middle schools women constitute 80.2% of the teachers in Jewish schools and 69% of the teachers in the Arab sector; in elementary schools female teachers constitute 86.1% of the teachers in the Jewish sector and 78.3% of the teachers in the Arab sector. From a press release of the CBS, 5/17/2016.
http://www.cbs.gov.il/reader/newhodaot/hodaa_template.html?hodaa=201606143
[38] http://www.edunow.org.il/edunow-media-story-169423
[39] http://xnet.ynet.co.il/articles/0,7340,L-4778229,00.html
[40] http://www.edunow.org.il/edunow-media-story-140819

allow to recruit participants and to instill content. Examples of such articles are "The relationship between elite units, running and math,"[41] "The quiet professionals: Why are teachers humble and how does it affect the status of the teacher?"[42], and "From the court to the school: A couple who became teachers,"[43] each one of them representing a different Foundation program.

The process of bringing Time for Education closer to the Trump Foundation has recently become more visible. On the Time for Education magazine website it says on the About page that the magazine is operating with support and assistance from the Trump Foundation, and a link to the Foundation website was added. The graphic language of the Trump Foundation was updated and it is now more similar to the Time fort Education language.

PRINT EDITION

In the beginning of September 2015 and 2016, before the start of the school year, a special print edition of the Time for Education magazine was sent out, summarizing the most prominent and impactful articles for that year. The print edition was distributed for free to the magazine's writers, to people who collaborated with the process, to senior members of the Ministry of Education, educational organizations, education researchers, and partners of the Foundation. During the two years of the print edition hundreds of readers asked to receive a copy of the edition and schools asked to buy and hand out printed copies as a New Year gift to teachers. Due to the limited quantity of copies, about 50 readers are selected in an annual lottery and they are sent the printed copies.

SUMMARY, INTERIM CONCLUSIONS AND RECOMMENDATIONS

As of August 2016 the Time for Education Facebook page had over 33,000 members, with 72% of them women. 22,000 of these members are mathematics and science teachers, or people who are interested in this field. Over 22,000 of the page members list in their personal details on Facebook that they are teachers[44]. An average post is seen by 30,600 viewers and the active participation rate on the page is extremely high compared to other Facebook pages—7.2%[45].

About 550 articles were published in the magazine by 158 writers, whereas 162 articles were published by the magazine editorial staff and the Foundation staff, and the rest were from the magazine's writer forum. 49% of the writers wrote more than one article and 24% wrote at least three articles. A newsletter based on the magazine articles is published every week and it is sent to tens of thousands of subscribers by email. Over the last year every month about 350 new subscribers sign up for the newsletter. The newsletter's rate of readers opening it in their email was on average 65% during the last year (a very high percentage).

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[41] http://www.edunow.org.il/edunow-media-story-225954
[42] http://www.edunow.org.il/edunow-media-story-192660
[43] http://www.edunow.org.il/edunow-media-story-129167
[44] In our estimation, the number of teachers who are members of the Facebook page is even higher, since not everyone who works as a teacher defines himself as such in his personal details on Facebook.
[45] "Like", share or comment on the posts on the page

From the documentation and analysis of the activity we can draw a number of lessons and insights:

1. Despite the sense of meaning that the Time for Education activity gives to the participants, the writers and the readers still don't feel like they are taking part in a community.[46] There is a gap between the story that the Foundation team tells and the sense that a real community is being built; and statements from the writers and readers that most of their activity is between them and the editor and not with other participants. The magazine editor "controls the switch," and as such the readers and writers have a very limited ability to freely discuss things. Furthermore, joint activity between them, online or offline, rarely takes place.[47] If the purpose of the Time for Education process is to create a social movement, it is extremely important to develop a community that takes initiative, with elements of relationships and communication.

2. Although the Foundation defined specific target audiences for Time for Education, first and foremost potential mathematics and science teaching candidates, in practice it doesn't appear that the activity targets them in particular or people who are involved or interested in teaching math and science. Participants in the activity note that it is not always clear for whom the content of Time for Education is intended, and there is no consistency when it comes to the level of discourse.

3. Education experts criticized the articles, claiming that they were often too superficial, only offered a small taste of the information, and that they do not allow delving deeper and generating a discussion about the content. Sometimes articles are presented an innovation in the field, when in practice they are referring to well-known topics. On the other hand, among those interested in education, sometimes it appears that the more surface-level or practical content is read by more readers.

4. In the current phase there is ambiguity between the Trump Foundation that is promoting quality teaching of mathematics and sciences, and is primarily identified with promoting excellence on the five unit level, and Time for Education that targets the greater public of people interested in education and focuses on improving the standing of the teacher as a respected professional. This ambiguity has many advantages, but it also has disadvantages and the Foundation must consider whether it would like to remove this ambiguity and to choose one of the two directions:

    a. Time for Education as an independent social movement. A social movement is only a movement when it moves on its own. However, many movements required a push and institutional support in order to get on the road, and then at a certain point they found their own path and spread their wings. This

[46] Nevertheless, it should be noted that four interviewees are not a representative sample, and it is therefore important to investigate this matter in depth.
[47] According to Sadan Elisheva, Community Work: Social Change Methods, HaKibbutz HaMeuchad, 2009; Lev-On Azi, Preface, Collection of Articles :Online Communities", Rasling, 2015.

moment has yet to come because the Trump Foundation is still behind Time for Education, paying for editing and graphics and initiating the content, and a community has yet to come together to take hold of the reins. The Foundation must consider whether and how to encourage and to allow for the community to grow and for the movement to take off. If the Foundation desires this to happen they must take into account that a movement develops around common values and not around a brand or institution. It is therefore recommended for the Foundation, through a deep partnership with the community members, to crystallize what are the values around which it is desirable and possible to form a movement. At this stage it will also be necessary to develop a sustainable operative model that will allow Time for Education to exist even without funding from the Foundation.

b. A second option, which is starting to materialize, is to bring the Foundation and Time for Education closer together. The more the Foundation is present in the activity of Time for Education the easier it will be to ensure that its messages, values and target audiences are given preference and sometimes exclusivity. On the other hand, in such a situation a permanent dependency will be created, funded by the Foundation, and Time for Education's sustainability will be completely dependent on the Foundation's existence. Moreover, if this occurs, the Foundation will have difficulty transmitting its content that deals with a relatively narrow field, to the larger audience of Time for Education.

Regardless of which path the Foundation chooses, it is recommended to formulate a "strategic plan" for Time for Education, which includes targets and performance measures, to be used as an internal compass for the Foundation and the community members. Such a document will create transparency and understanding among readers and writers regarding the core values, content and priorities.

EXCELLENCE AND THE ISRAELI CHARACTER – CAN THEY GO TOGETHER?

Eli Hurvitz

"Set thee up waymarks, make thee guide-posts" (Jeremiah 31:20)

PROLOGUE FOR TWO

It was a Friday morning in early summer. The school year had lazily drawn to its end, offering a quiet moment for a conversation with an education leader who had only entered his position a few months earlier. My conversations with him are always profound and open; this one was no exception, but it nevertheless proved to be special. "I think it's really important to expand the circle of excellence in education," I began. I intended to go on to present worrying figures showing that fewer and fewer students are reaching an excellent standard in mathematics and science in the international tests and in the matriculation examination.

Before I even managed to take the slides out, he gave me a stern stare. "When you say excellence, I hear 'grades,' and if there's one thing I plan to struggle against, it's what you said right now." I was horrified to hear someone in such a senior position say something like that. I quickly fired back: "When I hear 'excellence' I hear Zionism" (the two words sound similar in Hebrew). Meanwhile I was thinking to myself that the conversation could hardly have gotten off to a worse start, but once swords have been pulled out of their sheaths, there's no going back.

"I'll play along with you," he responded. "Let's say that a decade from now, one-fifth of Israeli students will excel in math and science. In what sense will that make Israeli society better?" I immediately replied: "In the twenty-first century, math and science are the cornerstones to solving the big problems facing humanity. Medicine, food, the environment, and security – for all of these we need extensive knowledge and skill in math and science. As a country that has built itself on science and hi-tech, human capital is our primary asset. It is our relative advantage, and we're about to lose it."

I sat back in my chair, convinced that my argument that "the Law shall come forth from Zion" would convince him and we would be able to move on. Instead, he flatly informed me: "You're wrong. You don't really understand the role of education." As he sees it, the purpose of education is not to prepare students for the work market, meet the needs of the economy, or solve the world's material problems. Rather, it is to develop thinking, considerate citizens with values. "The purpose of education is to create a model society based on values and equality. Your approach only widens the gaps in society," he scolded me.

"My approach widens the gaps?" I screamed politely. "When we told children from the periphery for years that they should make do with the basic threshold of eligibility for matriculation, not enabling them to study for five units, we created the gaps with our own hands. Their parents don't have connections to circumvent the problem. It's their fundamental right – and our moral duty – to enable them to excel and break through." At this point I dragged out statistics showing that eligibility for matriculation no longer provides a

significant advantage. Those who have realized this, aim to obtain high-quality matriculation certificates, including five units in math and English, and one in the sciences.

"I'm not against excellence," he retorted, retreating part way from his opening position. Then he continued, "But excellence isn't only in math, it's also in literature or in volunteering. Everyone has some area where they excel. Education must identify and nurture that area." I felt that he had taken an important step toward me, creating room for consensus. But then he added: "But I know how it will work in the school. Math and science will suck up all the attention and become a desert island overshadowing everything else. You will give them high ideas and raise the bar above their capabilities. Many of them will fail, so all they'll get out of it will be another unnecessary frustration."

I was taken aback, but I focused on his comment that he wasn't against excellence. In math, subtracting from a negative sometimes equals a positive. So I responded: "How it happens in schools is the bit where leadership and responsibility take over." I argued that a school that cracks the five units nut can develop a culture of excellence that spreads like a ripple and sets down firm roots. "After all, the choice isn't between math and literature, but between excellence and mediocrity. Between professionalism and amateurism." I finished my comments in high spirits, convinced that we were moving toward common ground.

He reiterated: "I admit that in mathematics and science you learn to aim high, to make an effort, to invest, and to persevere. Brick by brick, you build knowledge and skill, learning to cope with difficulties through determination and creativity." I seized the opportunity: "Those are qualities that will be important to the children in preparing for the life that lies ahead. Education has an important role to play in building these character traits." He sat back in his chair, reflecting on my comments, before remarking: "It's interesting that in Hebrew the word 'book' and the word 'number' come from the same root."

As I was leaving, and just before we wished each other Shabbat Shalom, he turned to me quietly. "I think it's against human nature to force students to choose between a humanities track and a science track." I responded enthusiastically to this insight, remarking that the great intellectuals who preceded our area – from Pythagoras through Da Vinci and on to Solzhenitsyn – combined math and science with music, architecture, and literature. "Let them rest in peace," he snapped back, holding the door knob firmly. "They were the special few – we have to worry about everyone, and the burden of proof rests with us." And so we parted to continue on our common journey.

WHAT IS EXCELLENCE?

How did the lofty human quality of "excellence" come to be the source of so much controversy among educators in Israel? Is this a global phenomenon, or did we manage to create our own strange mutation, as sometimes happens when things are translated into Hebrew? I realized that I would have to go back to the sources and move forward in giant steps in order to understand how things evolved. In other words, I decided to try, with my limited capabilities, to clarify why we have so many words from the same Hebrew root, such as excellence, distinction, grades, and Zionism, yet so little agreement about what they mean. For a philanthropic foundation such as Trump, which devotes its attention and resources to promoting excellence in education, this is a particularly fundamental and important question.

EXCELLENCE AS A MULTIDIMENSIONAL IDEAL

The ancient Greeks referred to excellence as *are`te*. This was the supreme quality, the summit of humankind and humanity, and it was reflected in the individual's acquisition of extensive knowledge, professional skill, a high level of performance, and proper moral conduct. The sages of Athens declared that this quality is inherent in all humans – if not from birth, then through real effort as a habit and a way of life. This quality may be acquired, but only through study, practice, grit, determination, and perseverance.

This perception focused on the image of the all-round individual who required a broad and general education and strong skills in numerous fields. The foundations were mathematics (the intellect), music (the emotions), athletics (the body), and ethics (the soul). This approach produced such giants as Pythagoras, who not only offered mathematic innovations, but also used them to revitalize the field of music. He found the formula for combining two contrasting sounds to create a pleasant harmony. Thanks to Pythagoras, the music we listen to today is not monotonic.

The Greeks saw excellence as a constant aspiration for human perfection, manifested in harmony and balance between knowledge, skill, human qualities, and values. Accordingly, they needed an education system capable of selecting the best candidates for advanced and in-depth studies. This is the essence of a meritocracy, where those who excel advance up the social ladder to leadership positions. The top rung is occupied not by the richest person, or the one with the best connections, or the strongest one. Instead, society seeks to be led by those who excel in all they do.

EXCELLENCE AS AN INFINITE SCALE

Asa Kasher, a recipient of the Israel Prize, has examined the subject of excellence in depth.[48] He suggested: "Excellence is not a wreath of laurel leaves, permanently decorating the head of someone who has excelled in the past… Those who confine themselves to this definition… will eventually realize that they are actually wearing a wreath of parched brown and disintegrating leaves… Such a wreath must be won… over and over again, each time anew." Kasher adds: "Excellence is granted in a measured manner… it is not infectious and it should be revealed in each field in its own right… It lies in the eyes of the professional beholder."

According to Kasher, "excellence" is "a five-point scale," in which "only the top rung constitutes the stage of pure excellence:"

1. The first stage – developmental excellence. This is a person's individual development relative to their own capabilities and performances in the past. "But it is important to remember," Kasher emphasizes, "that a comparison between a person's achievements today and their achievements yesterday or the day before, however important and positive this may be, still does not constitute the essence of excellence."
2. The second stage – comparative excellence. This is a competition between individuals, groups, and organizations, in which excellence rests with the one that comes first, faster and better than the rest. "It is worth noting," Kasher adds, "that the aspiration for comparative excellence can be dangerous… raising one's own stature by humiliating

[48] Asa Kasher, "On Excellence – In Education, Too," *Al Hagovah*, 2, p. 48, March 2003, pp. 48-51 (in Hebrew).

others, and this is one reason why this is only a second stage, and not the ultimate stage."

3. The third stage – skillful excellence. This is the ability of a person or organization to cope with a new and unusual problem that has not previously been encountered. "In order to solve the problem properly," Kasher suggests, "the person or organization must make a real effort and move ever closer to the limits of their capabilities… But nevertheless, abilities differ from one person to the next."

4. The fourth stage – substantive excellence. This is absolute excellence measured according to objective standards, and requiring overt skill, profound understanding, and loyalty to values and ethics measured against a clear yardstick. "In this stage," Kasher explains, "we are no longer talking about a comparison between someone's current and past achievements, nor about someone's achievements compared to those of their peers or compared to their skills and abilities, but rather about an objective threshold."

5. The fifth stage – pure excellence. This excellence can only be attained by those who have successfully reached the fourth stage, but it requires two additional qualities. Each of these qualities is far from common, and their combination is particularly rare. These qualities are the courage to excel and modesty.

   "Pure modesty," Kasher says, "demands overt loyalty to high standards of knowledge and skill, understanding, sophistication, and ethics… The pressure of mediocrity, the cynicism of corruption, and the frivolity of triviality all make it harder to adhere to substantive excellence… This excellence is not based on material motives but on a supreme obligation… The reward of a commandment is the commandment itself, and the reward of excellence is excellence."

EXCELLENCE AS A PERSONAL JOURNEY

Educators in Israel sometimes make a distinction between "excelling" (*hitstaynut*) and "excellence" (*metsuyanut*), mainly in an attempt to praise "excellence" and express reservations about "excelling." Lieutenant Colonel Dr. Itzik Gonen, the commander of the IDF's Leadership Development School, wrote:[49] "Excelling is a performance relative to others, external and limited in its conditions of presence. By contrast, excellence is a relative and internal process for the increasing exploitation of the potential inherent in the individuals themselves."

Those who adhere to this distinction claim that excellent students are exceptional relative to others, and that it is unfair to praise those who have special talents, thereby causing frustration among others who attempt to excel but are unsuccessful. They also argue that, in some cases, particularly talented individuals can excel without making an effort; that the ability to excel is relative and depends on conditions and context; and that every student is fundamentally capable, but leans toward different fields that must be identified and nurtured.[50]

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[49] Itzik Gonen, "What Can We Learn from Excellent Students (and What Not)?," *Ma'arachot*, 336, 1994, pp. 2-7 (in Hebrew).

[50] Yael Fischer, "Excellence in Education: The Theoretical Model and Its Application," *Iyunim Beminhal Uve'irgun Hachinukh*, vol. 29, 2007, pp. 31-53 (in Hebrew).

They argue that "every student is an individual and complex being with their own unique needs… They should be regarded as an individual, without comparison to their peers and without fixing standards subject to comparison."[51] However, some of those who seek to nurture excellent students also accept this distinction. They argue that "excelling flourishes when it takes place in an atmosphere of excellence that encourages the members to aspire to realize and expand their potential."[52]

EXCELLENCE AS AN ECO-SYSTEM

All the models of excellence focus first and foremost on the individual, examining the individual's ability to realize their potential, develop, overcome obstacles, reach new heights, and blaze new trails. However, all these models also recognize the importance of an environment that supports the emergence of excellence, a culture that encourages effort, and a system that provides opportunities to excel.

Malcolm Gladwell refers to this as the "ecology of excellence:" "We all know that successful people come from hardy seeds. But do we know enough about the sunlight that warmed them, the soil in which they put down the roots, and the rabbits and lumberjacks they were lucky enough to avoid?"[53] Itzik Gonen writes: "Many people in an organization can be excellent, and the more excellence characterizes more people, the greater the chance that the organization will be more successful."[54]

In other words, in order for excellent people to grow and flourish, they need a system that supports them. This implies a systemic and professional system that includes discipline and exercise, routine and regularities, diagnosis and measurement, and constant improvement. Moreover, such a professional system is able to diagnose those with the potential to excel and to nurture them. It is constructed in such a way that it acts to expand the circle of those who excel and to provide opportunities for all those who are up to the challenge.

BUT WHY MATHEMATICS?

From ancient Greece down to the modern day, mathematics has been regarded as a cornerstone in the construction of "excellence." But why is this so? Why do comparative and screening tests in education almost always include a math test? Why do students who choose to study five units of math, unlike all other subjects, receive such a significant bonus in university admissions? After all, our education system developed historically on the basis of a division between the "humanities" and the "sciences," reflecting different and diverse tracks of excellence. So why is such a strong emphasis placed on mathematics?

The practical reason is that in the twenty-first century, the solutions to the problems facing humanity – finding medicines for diseases, providing food for all, cleaning up the environment, ensuring security, and improving the quality of life – all demand profound knowledge in the fields of math and science.

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[51] Fischer, p. 49.
[52] Shlomit Rachmel and Heftzi Zohar, *Guidelines for Programs to Nurture Excellence and Excelling in Schools*, Ministry of Education, 2010, p. 12 (in Hebrew).
[53] Gladwell, *Outliers: The Story of Success*, Little, Brown, & Co. 2008, p. 20.
[54] Gonen, p. 3.

Moreover, studies around the world, such as those conducted by the economist Prof. Eric Hanushek of Stanford University, have identified a correlation between knowledge and achievement in math and the economic growth of nations, including gross product. An OECD study found a strong correlation between individuals' knowledge, depth, and understanding in math in high school and their socioeconomic status later in life.[55] In Israel, too, math is a component in the admissions tests for higher education, and a long-term study by the Taub Center identified a correlation between the level of math study in high school and future salary levels.[56]

But what is the substantive reason for this approach? After all, in Athens in the fifth century BCE, there was no market economy, no PISA tests, no screening for elite military units, and no hi-tech startups. Yet even then, mathematics was still seen as exceptionally important. Why is this so? Ron Aharoni, a mathematician at the Technion, offered an informed explanation. He identified nine qualities that characterize mathematics and highlight its unique importance in education to excellence:[57]

A. Layered structure. "More than any other field of thought, mathematics is constructed one story on top of another. A mathematical argument… is based on a very large number of stages… and on extensive prior knowledge…"
B. Precision. "The components of the structure are linked by rigid and stable connections… There's no such thing as an approximate proof. Anything that you haven't proved exactly does not exist."
C. Discipline. "In order to meet the requirements of complexity and precision that mathematics presents, you are not free to engage in daydreaming. A strict discipline of thought is needed."
D. Respect for reality. "You have to respect reality and put it before your desires and longings… You come to realize that there is something more important than you, and understand your place and role in the world."
E. Hard work. "You cannot gain an understanding of mathematics without hard work and sweat. You have to practice solving equations… (in mathematics) the fact that work bears fruit is very prominent."
F. Reliance on evidence. "Mathematical thinking takes place through examples, by generalization on the basis of individual instances, and the abstractions come afterwards by themselves."
G. Lack of deference to authority. "In mathematics, anyone can perform the experiments by themselves… in other fields there are no clear criteria, for better and for worse, so people rely on authority."
H. Skepticism. "Not everything that is considered important is really important. Not everything that people offer you as the truth is really true. and above all: you should always check things for yourself.
I. Beauty. "Mathematics reveals a wonderful and profound order to us, so complex that we can't fully apprehend it."

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[55] *Equations and Inequalities: Making Mathematics Accessible to All*, OECD/PISA, 2016.
[56] Eyal Kimchi and Arik Horowitz, *The Importance of the Scope of Mathematics Studies in High School for Academic Studies and for the Future Career of Schools Students in Israel*, Taub Center, 2015.
[57] Ron Aharoni, "Education in Mathematics Teaching," *Chinukh – She'elot Ha'adam* (eds.: Yeshayahu Tadmor & Amir Freiman), 2012, pp. 103-111.

EXCELLENCE AND THE ISRAELI CHARACTER – CAN THEY GO TOGETHER?

Thus the impression is that, over the generations, the aspiration to excellence has been a lofty and accepted idea, whether by way of an ideal, a scale, a journey, or a culture. Regarding mathematics, too, there is clearly still profound agreement across cultures and periods regarding its importance as a cornerstone for that much-desired excellence. But how does this idea interact with modern Israel, and how does it integrate into Israel's unusual melting pot society, which is consolidating its own identity while in a state of rapid flux?

Nili Cohen, the president of the Israel National Academy of Sciences, considered this question, and dared to ask a heretical question: "Does society have an interest in aspiring to excellence?"[58]

It emerges that the resounding "yes" of the sages of Athens when confronted by this question cannot be taken for granted in Israel. For the Greeks, a supreme manifestation of justice was the desire to build a social system in which everyone would enjoy an equal opportunity to learn and to excel, and where success depended only on talent, ability, and effort. This same approach underlay the establishment of the yeshivas of the ultra-Orthodox world, which produce geniuses in Talmudic study; universities that nurture scientists; and sports leagues that bring forth stars. The United States used this approach to build a dream that every individual – immigrant or veteran, poor or noble – has the opportunity to succeed, as long as they make an effort, persevere, and excel.

As a legal expert, Nili Cohen notes that law and the legal system cannot force a child to excel. "Most legal systems confine themselves to establishing laws that are suitable for reasonable individuals… Even if there were a legal rule demanding 'you must develop your full capabilities,' it would have no value. Law… can create the essential condition but not the adequate condition. Law can oblige us to study, but it cannot oblige us to excel in our studies."

David Harel, a scientist from the Weizmann Institute who received the Israel Prize and serves as deputy president of the Israel National Academy of Sciences, adds:[59] "We talk a lot about excellence, education to excellence, and aspiring to excellence. I don't really buy it. It's not possible to educate an entire class, an entire grade, or an entire people so that they will all excel… Within any group some excel more and others less, and there are also those who don't excel at all, and that's fine – that's the way the world's made."

The perception of fixed mindsets, an innate potential for excellence, is not new. Averroes, who lived in Cordoba in the twelfth century, claimed that "truth" speaks to people at their own level – in a descriptive way to simple folk, dialectically to commentators, and in rational claims to philosophers. He believed that society was divided into three fixed circles between which there could be no transition. Everyone had the knowledge appropriate for them, the education they needed, and the teachers they deserved. Innate talent determines the extent of each individual's potential, as well as their status and fate. Not everyone can excel.

With hindsight, we may form the insight that this approach functioned as a self-fulfilling prophecy and a vicious circle. Even in Greece, excellence translated into success continued to be the preserve of the aristocrats who showed *arete* – excellence. They maintained their status zealously and prevented the circle of excellence from expanding. In Jewish society, the outstanding scholar was given the rabbi's daughter's hand in marriage. In Christendom,

[58] Nili Cohen, "Excellence in Law," *Hapraklit*, 46, 2002, pp. 233-240 (in Hebrew).
[59] Remarks at the Graduate Ceremony of the Faculty of Precise Sciences, Tel Aviv University, June 2006.

scientific tomes were held in libraries in the palaces and monasteries. Thus excellence was passed down by inheritance and preserved as the domain of a social elite.

From ancient Greece through the Golden Age of Islam, this exclusivist approach of elitist excellence reached Renaissance Europe and survived to this day. The English word "excellence" has its roots in the ancient French of the fourteenth century, and originally meant "sublime." Even today, in countries that maintain a nobility, the queen may be referred to as "her excellency." When we want to say that someone or something is unique, outstanding, precise, professional, and well honed, we sometimes refer to it as "par excellence."

There may be those who will feel that this discussion is academic or historical; what does it have to do with our own reality, in an era of democracy and universal education? Those who have this reaction are invited to read the studies published by Israel's National Institute for Testing and Evaluation[60] and by the Szold Institute[61] discussing the correlation in modern-day Israel between parental education and the allocation of students to sets and levels in mathematics studies in high school. Despite all the changes, a profound mathematics border can still be seen in the Western world, including Israel, between a prosperous and well-educated social class and the rest of society.

But before we declare game over and give up, do we really have to feel inferior to ancient Greece? From the Hanukkah story to the European Basketball Cup, we have never been on the same side as Greece. Not to mention the order and strict excellence of Europe, which had its dark times as we all remember, and it can hardly be said to have been a blessing for the Jewish people. And yet Israel is renowned across the globe as a country of excellence, of Nobel Prizes and scientific breakthroughs – the Start-Up Nation, home of hi-tech and innovation. So have we developed our own unique strain of excellence here? Or is our excellence the preserve of an exceptional chosen few?

In order to examine this question, I plucked up courage and invited some 20 interesting people to a meeting over dinner. The participants included outstanding teachers, the heads of educational organizations, presidents of universities and colleges, directors of the big multinational hi-tech companies in Israel, technological entrepreneurs and investors, a former commander of the IDF's elite 8200 intelligence unit, a Nobel Prize winner, and a distinguished journalist. I presented all with the question: Excellence and the Israeli Character – Can They Go Together? – and the conversation flowed effortlessly.

In my opening comments, I remarked: "The fast-flowing pace of life in Israel distracts attention from some internal contradictions in our basic assumptions and in our worldview. We convey a double-edged message to the younger generation. 'My son passed the exam without studying,' we declare proudly – we admire effortless success, and we are always on the lookout for shortcuts and bypasses. And then we wonder why a child doesn't have the patience to practice and invest effort, and we get mad when he is quick to give up studies at five units when the going gets tough."

"Here in Israel," the journalist commented, "ever since our homemade Davidka rockets saved Jerusalem, we've been ruled by improvisation and by the credo that 'things will work out okay.' Our favored approach is a short effort and sudden brilliance as a quick road to fame. We've learned to use fine-sounding labels to cover our weaknesses, such as 'creativity,'

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[60] Hagit Glickman & Nurit Lipshtat, *Teaching in Study Groups (Sets) in Junior High Schools through the Prism of Tests*, National Institute for Testing and Evaluation, 2013 (in Hebrew).

[61] Edith Menny-Ikan, Dana Rosen & Keren Dvir, *Mapping Examination Trends in the Matriculation Examination in Mathematics – An Examination of 2007/8-2011/12*, Szold Institute, 2014 (in Hebrew).

'daring,' and 'chutzpah.' But qualities that were enough to establish a nation aren't enough to manage and develop it. We're amateurs, and what we need now is orderly management, fact-based decisions, careful processes, and professionalism."

A serial hi-tech entrepreneur who made a fortune from an exit tried to defend our honor: "The State of Israel was built by people who managed to survive the Holocaust. Those who survived were the entrepreneurs, the intrepid and brave individuals who jumped out of the train. We are their children and grandchildren, so naturally we are individualists. We aren't fans of big systems, careful planning, or standing in line. We run away from all that. But the real problem is that today's younger generation, which didn't get where they are from a background of distress and mortal danger, has developed a vicious cycle of laziness that we must smash."

"It's true that we sanctify improvisation," admitted the president of a prominent research institute. "But it goes deeper than that. My Israeli students are outstanding – better than the Europeans – because they do science like they drive on the highway. In other words, they treat the rules as no more than a recommendation. Their disorder and disrespect constitute a huge advantage because that's the only way you can break through barriers. So I would agree that we need to improve the system so that more students can be successful at five units in mathematics, but we mustn't abandon our messiness. Something about our makeshift culture works well."

A university president sitting next to the speaker shifted uncomfortably in his chair. "It's great that students for advanced degrees challenge their professor. I've had similar experiences. But that's not how things are with the undergraduate students. I'm worried that we're resting on the laurels of an education system that no longer functions as well as it did in the past." The Nobel Prize winner quietly added: "It's not just a matter of a declining system; the problem is also due to the growing gaps related to the tribal nature of Israeli society. There are outstanding individuals in the "State of Tel Aviv," but there's also appalling inequality. Once the army used to serve as a cohesive factor, but that's not so true today."

"I can see both sides of the coin," commented the former commander of the 8200 Unit. "The standard of soldiers who come to the unit is rising significantly every year. Every year over the past two decades, I've been amazed to see that the young generation is only getting better. But they come from certain areas and from very specific habitats. Today, when I lead my company's voluntary activities, I can also see the gaps. We are losing a lot of children who could excel. We need to take them, motivate them, and give them a vision for the future and a high standard of teaching."

At this point an outstanding teacher from one of the development towns in the south stood up and chastised us: "Enough already – it's not about the gaps." Everyone was amazed, but she continued: "The real issue is the willingness of the younger generation to make an effort and invest. To succeed at five units you have to practice, train, and sweat. There are no free rides. It's a marathon. The problem with the Davidka is that is looks like a sudden inspiration that anyone could have thought of. We've developed a culture of 'hackathons' where amateurs imagine that they'll be able to come up with overnight solutions to difficult and complex problems."

"In reality," she explained, "the Davidka was actually developed by two engineers who had studied for many years so that they could come up with a technological solution. That's what we need to explain to the students and the parents. That's the path to professionalism. There aren't any shortcuts." A college president reinforced the message: "Schools need discipline. Improvisation by itself isn't the answer – it must be combined with a high level of self-

discipline. Apart from that, breakthroughs come from creative people, so it's critical that Israel manage to integrate graduates from the humanities alongside engineers."

The director of a large network of schools agreed: "I'd like to point out that excellence isn't confined to science and technology. You can also find it in art and dance. The more the students are exposed to effort, perseverance, and practice from an early age, the more ready they will be for high school studies at an excellent level. The problem is that our system doesn't support this. We still measure the system based on the low threshold of eligibility for matriculation. The entire culture of our schools pushes students downward toward the minimum effort. But all this is starting to change now, and I'm optimistic."

A college president who served in the past in a senior role in government was less optimistic: "The question is how to move a large system like the education system. A few years ago, the Ministry of Education asked the Finance Ministry to additional funding and the request was turned down, because of the perception that throwing money into education doesn't lead to improvements. So the Ministry of Education decided to make a coordinated effort, and an improvement began. But then a new education minister came along who doesn't believe in effort, perseverance, and practice, and certainly doesn't believe in ambitious objectives and demanding investment."

The former director of a major semiconductors company added: "There are two key words here – crisis and chaos. Everyone pulls together to restore order when there is a crisis, but Israeli society is great precisely because it is disorderly. The paradox is that the government is the only body that can take on this challenge, but the idea of a large, bureaucratic system adopting excellence as its central value is almost a contradiction in terms. So we all have a role to play, around the table and together with the government, to move all the systems in the direction of excellence."

The Israel CEO of the world's largest search engine company concluded the discussion: "The heart of the matter is culture – public culture and organizational culture. That's also the challenge facing company CEOs – how to build an organizational culture of excellence. Israel faces a special challenge and an unusual opportunity: How to build a culture of excellence against a reality of constant threat. How to create a sense of urgency and priority for excellence. How to recruit people to promote excellence like we recruit people to respond to external threats. Excellence is a choice, a profound perspective, and a way of life."

THE CASE OF THE TRUMP FOUNDATION

The Trump Foundation is an Israeli foundation established in 2011 to help the education system expand the circle of excellence in education. The foundation decided to focus on strengthening high-quality education so that growing numbers of students will choose, persevere, and succeed in math and science studies in high school at an excellent level (five units in the matriculation examinations). To this end, the foundation is working to recruit and train a new generation of teachers; to help teachers nurture clinical teaching skills; and to cooperate to develop networks of support for high-quality teaching in the field.

In the context of the insights and dilemmas we discussed above, the foundation is constantly under pressure to be able to prove that the Israeli public sees excellence as a desirable value and that it attaches importance to the study of math and science. The foundation needs to be certain that the study at the level of five units in Israeli high schools meets an accepted definition of excellence and to ensure that the education system responds favorably to the value of excellence and to the goal promoting excellence

EXCELLENCE AND THE ISRAELI PUBLIC

A public opinion poll[62] the foundation commissioned at the beginning of 2012 found that 47 percent of the public believe that mathematics and science are the main study areas the education system should reinforce (followed by English studies, 25 percent). As for the question of how this should be done, respondents under the age of 24 suggested: Drawing high-quality teachers into teaching (36%); enabling teachers to give individual attention to each student (28%); and reducing the number of students in the class (22%).

Another public opinion poll[63] conducted in 2014 found that the Israeli public sees excellence in mathematics and science studies as very important in order to help Israel maintain its advantage at the forefront of technology, science, and research (87%); in order to help the student to develop logical thinking and scientific skills (83%); and in order to open the door to the job market and to prestigious positions in the army (82%). The public attached less importance to the fact that these subjects help to solve humanity's problems (70%) and help strengthen the student's character traits and teach them to cope with difficulties (57%).

Two years later, in 2016, a further survey was held[64] among young people of the ages of 15-17. The survey yielded the following findings:

- Study subjects that students feel are important to invest in at high school are: mathematics and English (82%), computers (33%), and physics (28%). The other subjects secured less than 15 percent support.
- 76 percent of students believe that it is important to take mathematics at the level of five unity and 72 percent stated that their parents encourage them to do so.
- According to the students, the benefit of mathematics studies lies in the advantage in admission to university (80%); the chance of a better future and higher pay in the job market (60%); and the development of their cognitive abilities (55%). Factors mentioned less often by the students included acceptance to army units (38%), interest in the studies (27%), and social prestige (16%).
- 94 percent of students stated that the matriculation examination at the level of five units is difficult. They reported that their concern is that they will not be left with any free time (61%) and that the effort is too great (56%). Lower percentages stated that the level is too hard and not suited to their capabilities (30%) and that they do not think they will use mathematics in their adult life (27%).

WHAT IS THIS EXCELLENCE THAT WE SEEK?

In order to answer this question, the foundation turned to the Collective Impact Coalition "Five Times Two," a joint initiative launched by the government, academia, industry, local government, educational organizations, and civic society to promote common action to double the number of high school graduates completing five units in mathematics and

[62] "Public Attitudes toward the State of the Education System in Israel," Motagim Ltd., 2012 (in Hebrew).
[63] "Attitudes toward Enhanced Studies in Mathematics, Technology, and Sciences among Jews and Arabs in Israel," TRI Ltd., 2014 (in Hebrew).
[64] "Mathematics at Five Units in Matriculation," Keshet, 2016 (in Hebrew).

science. The partnership with Five Times Two reflected a belief that such definitions should be made in a collaborative and consensual manner, while encompassing diverse viewpoints.

To this end, Five Times Two formed a working group including the Ministry of Education, academic researchers, education professional, leaders of hi-tech companies, and math and science teachers. The working group reviewed and analyzed detailed definitions for the level of excellence in the mathematics and science curricula in Israel and in several other countries, as well as the criteria and threshold definitions of excellence as applied in the OECD's international tests.

On the basis of this learning process, the working group presented a definition which adopts the multidimensional model for excellence, including layers of knowledge, skills, character traits, and moral values. The definition is however not confined to a comparison of one's performance with previous personal or peer achievements, nor to their individual potential, rather than it portrays a substantive external and objective measure.

The proposed formula was adopted by the Five By Two initiative, and later by the national program of the Ministry of Education, and it forms the foundation for the Trump Foundation's strategic plan, as follows:

> Excellence is a high level of understanding, thought, and implementation in which students draw on the knowledge and skills they have acquired and apply these wisely and creatively in order to cope with a complex new situation. This ability entails the acquisition of extensive knowledge, analytical skills, and profound learning, combined with the qualities of curiosity, initiative, and communication and with the values of morality as well as personal and social responsibility.
>
> Students at the level of excellence:
>
> *Knowledge*
>
> A. Gradually build a broad and deep knowledge base enabling them to conceptualize, generalize, retrieve, and implement on the basis of research they have undertaken and models they have formulated for complex situations. They see the different aspects of a problem, are able to formulate and explain precisely their actions and thoughts, and use these to explain phenomena, solve problems, and create new knowledge.
>
> *Skills*
>
> B. They develop logical, spatial, and algorithmic thinking, as well as creative and critical thought. They are capable of planning and explaining the course of an experiment, identifying complex connections between fields, relationships, sources of information, and different representations. They flexibly translate between these fields, selecting, comparing, and evaluating strategies for solving problems and drawing conclusions at a high level of abstraction.
>
> *Character traits*
>
> C. They enjoy challenges and problem solving, assume independent responsibility for learning, and are willing to persevere, invest, and practice, and to cope with difficulties and situations of pressure while showing grit, consistency, determination and patience. They learn from their mistakes, show a passion for addressing complex, open, and unfamiliar situations, and do so with resourcefulness, creativity and a high level of interpersonal communication and cooperation.

Moral Values

D. They set themselves ambitious objectives and aspire to the truth, solutions, success, and breakthroughs, while internalizing the limitations of science and the principle of doubt. They show integrity, ethics, and decency, as well as tolerance and openness to diverse views and to their own mistakes and those of others. They are aware of the moral responsibility that derives from the use of scientific knowledge and act to improve the society in which they live.

DO STUDIES AND EXAMINATIONS AT THE FIVE-UNIT LEVEL MEET THIS DEFINITION?

The ultimate criterion for evaluating students' achievements on completing high school is the matriculation examination. These examinations, together with the psychometric examination, are used as a standard for admission to higher education. However, these examinations are not calibrated and their level of difficulty may vary from year to year. Some people claim that their threshold has risen sharply in recent years, and others suggest that they are not an appropriate tool for evaluating excellence. This debate must be resolved, since these are the accepted criteria for success in the education system.

For a foundation that seeks to expand the circle of excellence, and that relies on matriculation examinations as a key criterion for securing its objectives, this is a fundamental question. With this in mind, the Trump Foundation launched a process of consultation with the goal of answering the following questions: What types of excellence are evaluated in the physics and math matriculation examinations at the level of five study units? How are these compatible with the above-mentioned definition of excellence? What changes have occurred in the matriculation examinations of the past twenty years? And how do these changes influence the profile of excellence tested by the examinations?

The foundation contacted two experts, both teachers by training and practice, who fill prominent positions in the Pedagogic Secretariat of the Ministry of Education in the field of curricula and matriculation examinations. Ms. Irena Wissman is a national physics inspector, and Mr. Genady Aranovich is responsible for mathematics curricula in the Science Division of the Pedagogic Secretariat. The experts were asked to undertake an in-depth inspection of the matriculation examinations at the level of five study units for the period 1990-2014, to analyze the examinations in light of the above-mentioned questions, and to prepare a concluding report.

After the experts submitted a draft and interim conclusions, the foundation contacted a group of 95 leading physics and mathematics teachers in order to receive detailed written feedback. The review included the ranking of each question in the matriculation examination in terms of understanding, transition between different representations, technical skill, and literacy level. In the next stage, 35 teachers met for a day to analyze tasks from matriculation examinations. The final report[65] was based on all these stages and reflected the different perspectives.

According to the report, the matriculation examinations in mathematics and physics at the level of five study units have undergone changes in recent years, particularly in terms of a transition from the requirement to show a high level of technical skill to in-depth learning demanding understanding, high order thinking, verbal explanation, and implementation.

[65] Genady Aranovich & Irena Wissman, *A Study of the Matriculation Examination in Mathematics and Physics, 1990-2014 – Findings and Insights*, 2012 (in Hebrew).

Outstanding students in the matriculation examination at five units in mathematics and physics acquire a profound conceptual understanding, are capable of drawing conclusions, and are able to connect different subjects and engage in reflection.

In recent years, the examinations have become more verbal and complex, with a greater emphasis on understanding the different levels of the questions, mathematic literacy, physical principles, the drawing of conclusions, and connections between subjects. The goal of these changes is to ensure that students are capable of understanding the origins of the question, its environment, and its context, so that in solving the problem they will not be confined to algorithmic action. As a result, the scope of material and the technical algebraic standard required to answer the questions has been reduced significantly.

These changes, however, demonstrate that the exam still focuses on the dimensions of knowledge and skill, and less so on those of character and values. However, the teachers noted that the learning process over the years preceding the matriculation examination requires the students to develop traits such as determination, emotional resilience, and an ability to cope with uncertainty, as well as the values of skepticism, criticism, and ambition. Conversely, neither the performance (matriculation) nor the process (studies) manifest the moral and social responsibility inherent in excellence.

HOW DOES THE EDUCATION SYSTEM RESPOND TO THE ASPIRATION FOR EXCELLENCE?

One of Israel's educational leaders asked me, "Now that we've launched the national program, what do you think the next step should be?" I told him that he reminded me of a marathon runner who has trained for years for the Olympics. The big moment comes, and as he stands on the starting line, he suddenly asks what his next step should be. "Run! Now we need to run!" I told him. In other words, this isn't the time for summaries. The process is at full steam and the dust hasn't settled yet. Now is the time to make an effort, persevere, and maintain discipline during implementation. But nevertheless – what can we say so far?

The numbers point to success. The trend has been reversed: more students are now choosing to study mathematics and physics at a level of five units, and are preserving and succeeding in their studies. The dramatic decline of around 40 percent in mathematics from 2006 through 2012 has been reversed. In physics, the number of graduates has reached its highest point for a decade and is continuing to rise. The impression is that the effort to halt the decline has been successful. The challenge is now is to move from this breaking action to meaningful and sustainable growth. But how have schools responded to this message? That is the question.

I discussed this aspect with five school principals, since they are at the front line of education and encounter reality every day. I discovered a particularly complex and diverse reality. Judge for yourselves:

EXCELLENCE OR SURVIVAL

The first principal reported: "The students understand the importance of mathematics. They recognize the practical side and the benefit for their future, and their parents push them to study." That sounds good, I commented. "Yes, but…" he retorted, "they look for shortcuts. They want to get an excellent certificate without making the considerable effort entailed. We

tell them that it's strange to us that they are willing to train and sweat when it comes to sport, music, or preparing for the army, but less so when it comes to their studies."

So what do you do about that, I asked. "We tell them that in our school, they have to choose. They must choose between a track of excellence and a track of survival. You can finish high school with a minimal effort, both on their part and that of the teachers. But those who choose the track of excellence in any field – mathematics, dance, science, theater – must be hardworking and thorough. They are expected to put in a lot of overtime, and our staff will be there for them. It's a matter of choice."

EXCELLENCE FOR NARROWING GAPS

"We didn't even have a track for five units in mathematics and physics," the second principal emphasized. "Our town is part of the country's social periphery, and our focus was on increasing the percentage of students eligible for matriculation. I didn't think they were capable of completing five units, and to be honest I didn't see why they needed that." So what changed, I asked. "Now the first group of students is preparing to take their math matriculation at five units. The more you have, the more you want. Students come to me now and tell me that they want to take five units in physics and Bible, too. And they want the 8200 Unit to come to give them a talk."

I continued to press him. What does all this actually mean to you? "It means that I was wrong to assume that they weren't capable. I did them a disservice by directing them solely to the basic standard. But this change is accompanied for me by a real fear, because my responsibility has been doubled now. My staff believes that it's possible, but they also have real doubts. What will happen if some of the students aren't successful? These are kids who have faced disappointment all their lives – they can't cope with another failure. This obligates the teachers to support the students, help them, and keep their fingers on the pulse all the time."

EXCELLENCE OR NOTHING

The third principal began with a complaint. "Look what you've done to me. Everyone is telling us that mathematics is the most important thing – President Peres, Prime Minister Netanyahu, Education Minister Bennett, television, radio, and the newspapers. What am I supposed to say to a girl who loves music or to the civics teacher or social education coordinator – that they are less important?" Who said they're less important, I replied in alarm. "You didn't say that it's important to make an effort and invest in every field. You said that the State of Israel needs mathematics and science, and that those who don't take five units in these subjects will earn less in the future."

That's true. So what do you do with this? "I tell them that it isn't true, and that they can also succeed in life without five units. I myself studied four units and managed to become a school principal. I encourage the teacher to find the area that appeal to each student and where they are relatively good." So do you offer five units in literature, theater, and music, I asked. "There are all kinds of tracks, but that isn't the point. What matters is that not everybody has to excel and can excel. But everyone needs to lead a meaningful life."

EXCELLENCE COMES FROM INSIDE

"This year we are switching to meaningful learning," the fourth principal began. "We focused too much on achievements and excellence in mathematics and science. Matriculation isn't everything." But last year you told me that you don't think that "meaningful learning" is a serious educational concept. You're a bit behind the times – there's a new education minister now, and the flagship is about excellence in mathematics and science, haven't you heard? "Look," he replied, "tell your friends in Jerusalem that I'm the one who decides what happens in my school, not them."

That sounds a bit like an ego complex, doesn't it? "I don't have any reason to apologize. Long before the Ministry of Education's program, we were a school of excellence in mathematics, science, dance, art, and music. But whether we have five units or not is my decision. The Ministry of Education has political considerations and considerations of rating, and it works with a thick brush and thinks that one size fits all. Every school principal knows best what is right for his or her students. That's why I'm here – not to transmit instructions by remote control."

VALUE-BASED EXCELLENCE

The fifth principal heads one of Israel's most prestigious and outstanding schools. "It simply isn't important enough to be the top priority on the education minister's agenda," he declared. What are you referring to? "You are capable guys. I'm sure you'll manage to change the trend and more students will complete five units in mathematics and science. But those aren't the underlying problems facing education and society in Israel. You are distracting educators from what really matters."

I thanked him for the compliment, but added that I still didn't understand what he meant. "Look," he began, "we are facing rampant racism, intolerance, and tyranny of the majority, as well as rising violence. These are the challenges facing education in Israel. Schools are Israeli society's last chance for changing this. It's our role to educate a different generation – tolerant, volunteering, and rooted in values." But there are schools that define values exactly the opposite to you, I pointed out – what you see as good is bad for them, and vice versa. "Unfortunately you're right. And that only emphasizes the importance of what I'm doing."

AN EPILOGUE ON THE GO

It all sounds too complicated, not to say conflicted, I thought. Who can help bring some order and logic to our discussion? At times like this, I always go to her. With her age, knowledge, and life experience, she's seen it all before. She knows when to get worked up about something, and more importantly – when not to. I showed her what I'd written, eagerly anticipating her clarity and razor-sharp wit. A fleeting look of pity crossed her face before she smiled, sitting back in her armchair. "What do you think?" I asked. "What does all this mean? What can we do?" I asked intrepidly. She responded slowly, almost at dictation speed:

"The question isn't what your worldview is, but what education system we need to build in order to bring the most benefit to everyone." What do you mean? "If we clear away all the verbiage you brought here, there remain three worldviews. The first says that many more can excel. The second recognizes that some people are more talented than others. And the

third argues that there isn't one single track for excellence. If you're honest with yourself, you'll surely agree that all three approaches are worthy and correct."

When you put it like that, I definitely agree, I said. "If you start off by recognizing that not everyone can excel, then you also have to provide a response for those who can excel," she continued. "It's possible to build a school where everyone studies at a mediocre level. Some of the outstanding students will run off to private schools, and others will reconcile themselves to their fate and fail to realize their potential. The result will be excellent schools for the excellent, mediocre ones for the average, and bad schools for the weak. That's not good."

So what do we do, I asked. "You can create different study levels within the same school, and then educate each student according to their character. But the danger here is of a downward push. Any time a student is having a difficult time, instead of helping them cope, the easy and ready-made alternative is to move them down a level. The answer to this problem lies in a culture of excellence – one that encourages hard work and a real effort, and that praises achievement. This isn't just a matter for the math teacher – she can't do it by herself. It's something for the whole school."

I immediately retorted that our figures showed a strong correlation between the parents' educational background and economic status and the division of students into different levels of study in mathematics. "That's a problem for sure," she acknowledged. "But if there's a chance of breaking the vicious circle, it can only come in of the kind of school, where everyone learns together and everyone can advance to the highest level. This is also the ethical thing to do, since it promotes excellence and equal opportunities simultaneously."

What about those who claim that mathematics isn't an essential cornerstone in building excellence? "Education has always been expected to provide the foundation, and mathematics is an important pillar in the foundation. In modern reality, too, priority and preference are attached to mathematics. To deny that is to deny reality. It's true that some children have special talents in other areas, and we should nurture those talents. But they are the exceptions. Our task is to build an education system that benefits everyone in the best possible way."

I found the courage to return to the question that had been tossed into the corner: "So I guess we're still left without an answer to those who argue that the role of schools is to educate, not to teach," I said, preparing for a battle of wits. "Drop the nonsense," she scolded me. "Teaching is educating and educating is teaching." She rested her right hand on my shoulder, while her left hand subtly showed me the way out of her house.

EVALUATION STUDY: THE TRUMP MASTER TEACHER AWARD

Yael Steimberg, Ronna Raphaeli-Hirsch, Anat Lahat

EXECUTIVE SUMMARY

The Trump Master Teacher Award, for the sum of 100,000 NIS, is awarded to teachers from the fields of mathematics and the sciences who demonstrate quality teaching in practice. The award is based on five criteria defined by the Trump Foundation, reflecting optimum behavior inside and outside the classroom.

The key **evaluation questions** were:

A. To what extent are the award and its goals familiar in the professional community and among the public?

B. What influence, if any, has the Trump Master Teacher Award had on quality teaching, and what is its potential influence on the individual, professional community, and public levels?

C. To what extent is the process for selecting the award winner efficient and to what extent does it help to promote excellence in education?

The evaluation focused on ten in-depth interviews held in May-June 2016 with award recipients (3), a "finalist" (1), members of the award committee (3), and representatives of the professional communities of mathematics and science teaching [3].

A survey was also held among a representative sample of Hebrew speakers in Israel (501 people, including 206 teachers) in order to assess the level of familiarity with the award and public attitudes toward teachers.

KEY CONCEPTS AND INSIGHTS

The following are the main concepts and insights raised by the interviewees, presented according to the evaluation questions.

To what extent are the award and its goals familiar in the professional communities and among the public?

1. Among the interviewees, the recipients reported that they were first exposed to the award when their own candidacy became an issue. The representatives of the professional communities were thoroughly familiar with the foundation's activities and agenda, but found it difficult to distinguish between the Trump Award and other awards. The survey of the sample of teachers and sample of the (non-teaching) public found that only a handful of respondents (3 and 7 percent, respectively) were familiar with the award. The majority (78 and 57 percent) had not heard of it (high school teachers were slightly more familiar with the award than elementary teachers).

2. When asked to state what the Trump Foundation sees as the key goals of the award, the respondents mentioned the following three goals, and offered their assessment of the award's benefit in each area:

   A. **A role model for teachers in effective teaching** – the respondents felt that formulating and disseminating the criteria for the award help create and publicize the standards, encouraging discussion and reflection on these criteria among teachers.

   B. **Advancing the status of mathematics and science teachers** – on the individual level, the respondents felt that the award reflects personal appreciation and admiration for excellent teachers. On the public level, it may help the positioning of the teaching profession.

   C. **Promoting and encouraging learning and teaching in mathematics and science** – the respondents felt that the award could play this role by improving the relatively poor image of these subjects, enhancing their attractiveness among students and parents, teachers, and decision makers.

Conversely, the respondents mentioned obstacles to securing these goals, including the fact that the impact of a **one-time and localized event** such as an award (any award) is limited. More specifically, it was noted that the impact of the Trump Award is limited due to **insufficient familiarity**. Accordingly, the main recommendations were to work to enhance the exposure to and familiarity with the award among the professional communities and the public, and to see the award as an integral component in the Trump Foundation's activities (regular, ongoing projects addressing the substantive themes).

A further **reservation** raised by some respondents regarding the first goal (sharpening the definition of effective teaching) related to the **concept of a single model for effective teaching**, and to the **manner in which the selected criteria represent** this model. Some respondents also suggested that further examination is needed to determine whether the method of submission of candidacies and the selection and screening processes actually serve this goal.

What influence, if any, has the Trump Award had on quality teaching, and what is its potential influence on the individual, professional community, and public levels?

3. The main impact is on the individual level—on the **recipients**. Conversely, the impact on the level of the professional community and the public is limited (at best), due to the limited exposure of the Trump Award and the limited potential of any award to create impact. On the **individual level (the recipient)**, the impact is primarily one of perception and awareness. The recipient receives admiration from their surroundings and is empowered. Winning the award also serves as a kind of professional "quality mark." At the same time, no change in practice (the quality of teaching or level of involvement) is observed or expected, and the recipient continues to play a prominent role in their school and community. In the long term, thanks to the award and the closer relationship with the Trump Foundation, the recipient expands their professional working interfaces, becomes more familiar with the field and receives professional exposure and recognition, consolidates their expert status in their field of knowledge, and receives a platform for promoting their professional agenda in decision-making forums. The professional community representatives suggested that this aspect should be reinforced.

4. Regarding the **professional community** sphere, the recipients tended to attach more importance to the impact in this sphere and to emphasize the opportunity for teachers in the field to learn and expand their understanding regarding the criteria for quality teaching and for their own practice. They were also more inclined to believe that there is potential for influence (that has not yet been sufficiently realized). Conversely, committee members and representatives of the professional communities assumed that any influence is confined to the recipient's direct work interfaces (the role model function), and furthermore is solely one of perception, rather than practice.

5. On the **public level**, there is consensus that there is no influence at all. However, the recipients suggest that such influence could help advance the status and prestige of teachers, whereas the community representatives did not see the general public as a relevant target population.

6. In order to maximize and enhance the impact of the award on both levels – community and public – the respondents recommended **enhancing publicity relating to the existence of the award, the components of the process, and its significance and importance**. They also believe it is very important that the Foundation continue to invest in ongoing projects and process, with the full and active participation of large numbers of teachers.

To what extent is the process for selecting the award winner efficient and to what extent does it help to promote excellence in education?

7. This evaluation question requires examination of two key spheres. The first is the extent to which the **criteria** for the selection of the recipient, reflecting standards for effective teaching, advance the goals of the award. The second is the extent to which **the selection and screening process** and the response provided on various issues is efficient and serves the interest of promoting excellence in teaching.

8. Regarding familiarity with the **criteria**, the recipients and the committee members showed a high level of familiarity. The recipients showed an acceptance of and identification with these criteria, in part due to their admiration of the Trump Foundation and their commitment to it. The committee members understand and accept the rationale, but also raise reservations and issues for reflection regarding the claim to present a single optimum model and regarding the nature of the criteria. Conversely, the members of the professional community did not recall the award criteria, and instead described generic criteria consistent with the Foundation's agenda, seeing the profile of successful teachers as standards.

9. Regarding the general quality of the criteria, there is a clear consensus among the respondents that those criteria that reflect conduct in the class are critical. However, variance was found regarding the importance attached to criteria reflecting behavior outside the class (and the content of these criteria was also subject to more diverse interpretation). The following are the respondents' positions regarding the content of the five criteria in the optimum teaching model:

    A. Giving individual attention to each student is perceived as reflecting the teacher's attitude toward the students on the personal-emotional level and on the pedagogic level; the interpretation of this criterion is relatively uniform and is perceived as important.

B. Active learning is perceived as reflecting the ongoing use of unique and unconventional teaching practices (in contrast to frontal teaching). Variance can be seen regarding the desirable character of this unique approach, and opinions are also divided regarding its importance.

C. Expertise in teaching the field of knowledge represents a teacher who is thoroughly familiar with the study material, and this criterion is perceived as essential. However, this criterion was interpreted in diverse ways, according to the sources of indication reflecting the level of expertise.

D. Active participation in a professional community – this criterion reflects teachers' professional investment beyond their work hours in the school. There is agreement that belonging to a professional community is vital, but opinions vary regarding the required level of involvement – from participation to leadership.

E. Helps the school to run a support network for quality teaching – the different groups of respondents interpreted this criterion in different ways. The award recipients perceived it as providing a response for students beyond the study hours in the class, whereas the members of professional communities emphasized entrepreneurship, involvement, and leading of projects or processes. The latter group also attached greater importance to this criterion.

The respondents also discussed additional criteria that they felt should be used in the process of selecting the recipient and determining the standards.

10. The interviewees (particularly the committee members, but also the representatives of the professional communities) mentioned bias and other issues relating to the selection process and the application of the criteria. Some respondents challenged the basic perception of a single optimal model for effective teaching, or even questioned whether the defined criteria represent this model. In addition, and as noted, differences were found in the importance attached to each of the criteria in the model. The committee members also noted that they apply "covert" criteria not included in the standards), including their personal impression and the "click" with the candidate and the candidate's ability to market him/herself. They are also influenced by personal values in selecting the recipient. Other possible biases that were mentioned related to the subjective interpretation of the existing criteria, particularly when the information in the candidate's file is limited; granting excessive weight to prominent items of information or to unique aspects of the candidate, even if these are not included in the criteria; and the difficulty in scoring the criteria and evaluating the candidates due to the lack of relevant information.

11. The respondents mentioned additional aspects that should be considered and discussed in order to enhance the process of selecting the recipient and improve its efficiency. Most of the respondents recommended **permitting the involvement of a third party as a referee** in order to present the candidacy, with the goal of increasing the pool of candidates and in order to be fairer to the teachers (a population which, they claim, often face various obstacles, particularly modesty, that prevent outstanding individuals from presenting their candidacy). This proposal would also increase the echo effect and involve additional individuals (preferably principals) in the award process.

Regarding the selection and screening processes, the impression is that on the whole the respondents accept the processes and feel that they enable the identification of the best candidates. However, some respondents suggested a need **to obtain more information** using the existing tools, or to **add new tools** (particularly in the second screening stage, but also in selecting the recipient), in order to enable a more comprehensive examination and a better-informed decision. The committee members raised issues concerning the precision of the criteria and the need to improve the screening process – aspects which, they state, require further clarification and refinement.

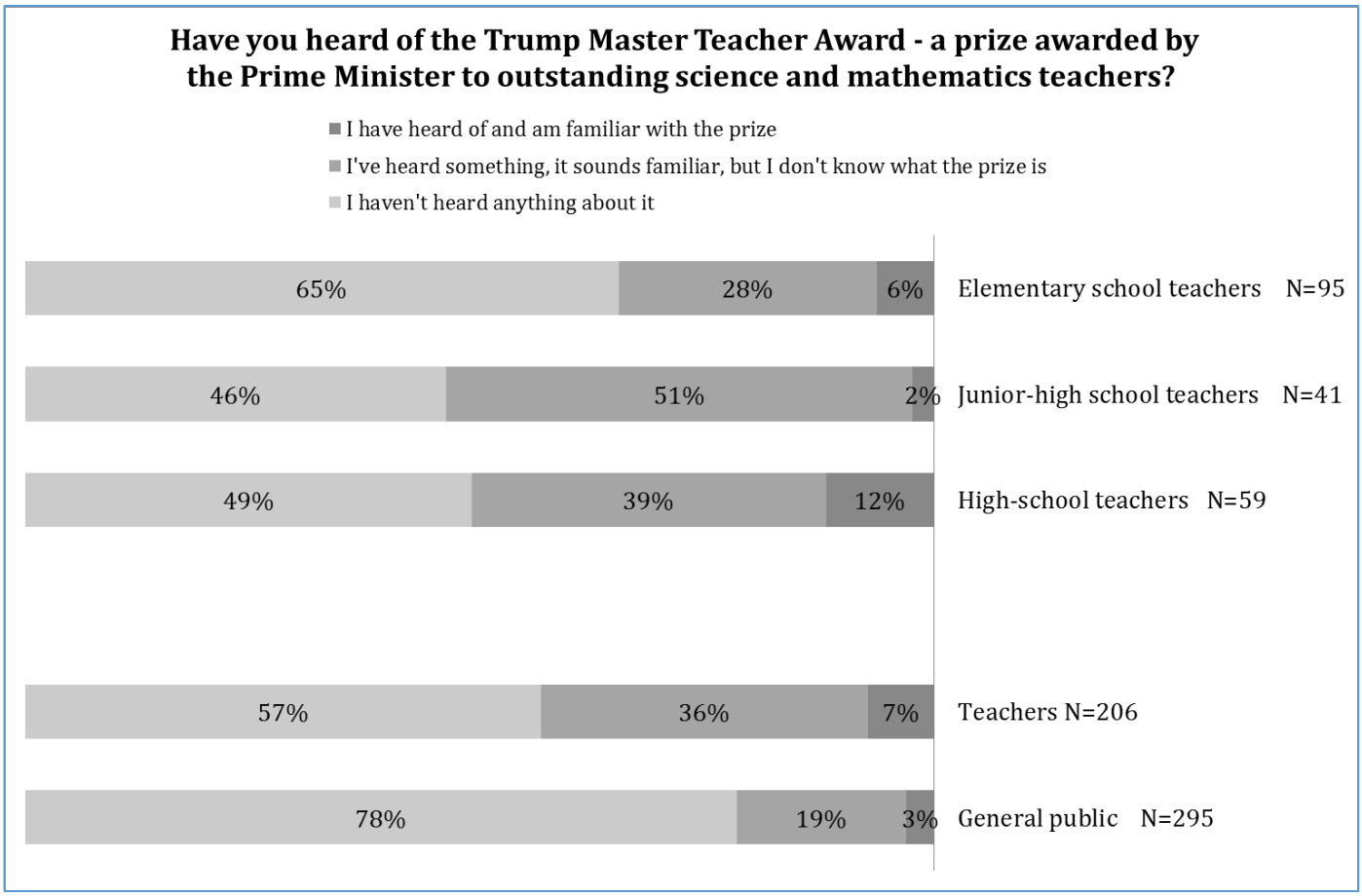
Although the award is intended for mathematics and science teachers, all the recipients have come from the sciences (particularly physics). The Foundation asked that the evaluation **examine the fairness of the process toward these two populations**. All the respondents agreed that candidates from the sciences have a certain advantage. However, their answers regarding the need for change in the process of selecting the recipient were equivocal. The criteria seem to be perceived as appropriate for examining the functioning of teachers from both subjects. However, some respondents (particularly committee members) noted that the current selection process and tools do not enable both populations to manifest their activities and teaching practices in an analogous way. The main recommendation was to award two parallel awards.

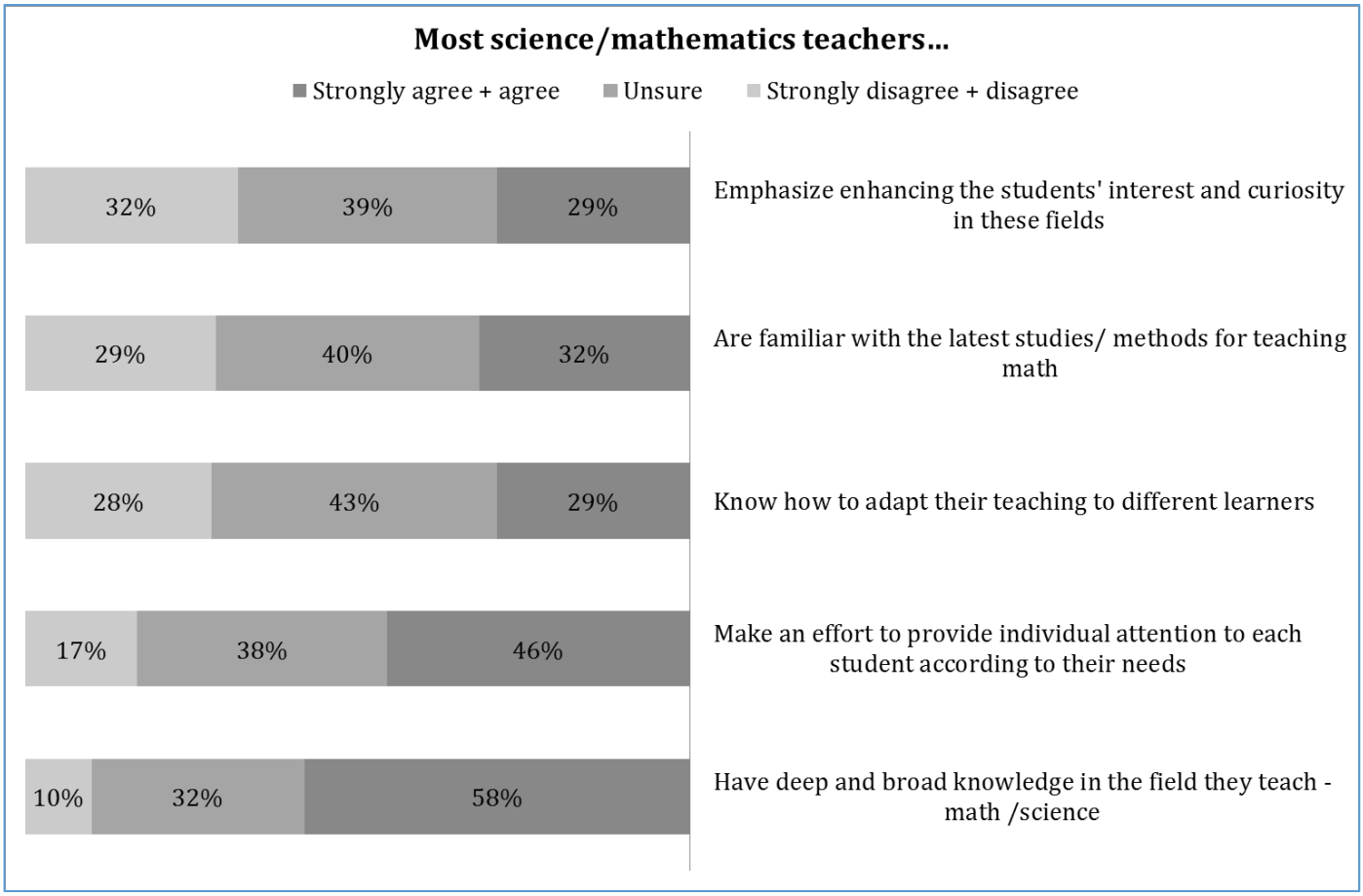
Regarding the stage of awarding the award, the **sum of the award and the dignified ceremony** (the award is given by the Prime Minister) are perceived as factors that enhance the exposure and prestige of the award, and thereby contribute (or have the potential to contribute) to the award's influence and to securing the award's goals. The recipients were grateful for the generous award, and for the fact that they can use it as they see fit. The professional community representatives focused mainly on the opportunity the award provides for the Trump Foundation to strengthen and promote its agenda and status. The committee members warned that the high sum of the award may actually be a deterrent, due to the clash of values between education and teaching, on the one hand, and material rewards, on the other. The main recommendation was to allocate part of the award to the recipient's school (they also mentioned other advantages in this context).

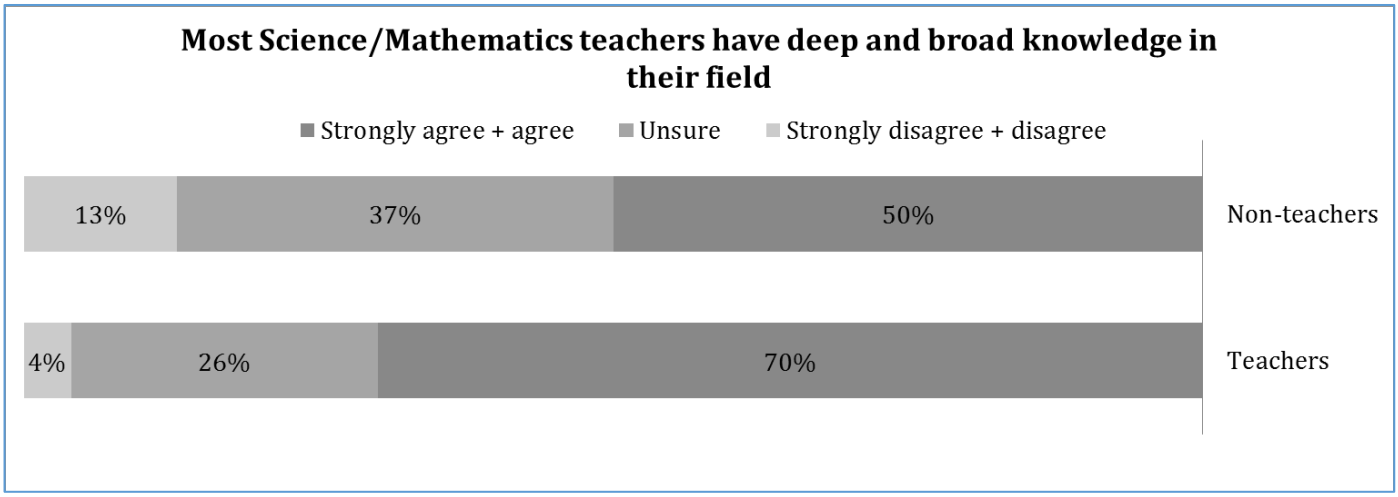
12. In addition to the respondents' positions regarding the Trump Master Teacher Award, comments were also made regarding the foundation itself. Most of the comments reflect a high level of appreciation for all aspects of the foundation's activities and for its contribution to promoting the status of teachers and of teaching, alongside a willingness to continue the partnership. However, some doubts were raised regarding the role of a philanthropic foundation in setting national policy and agendas.

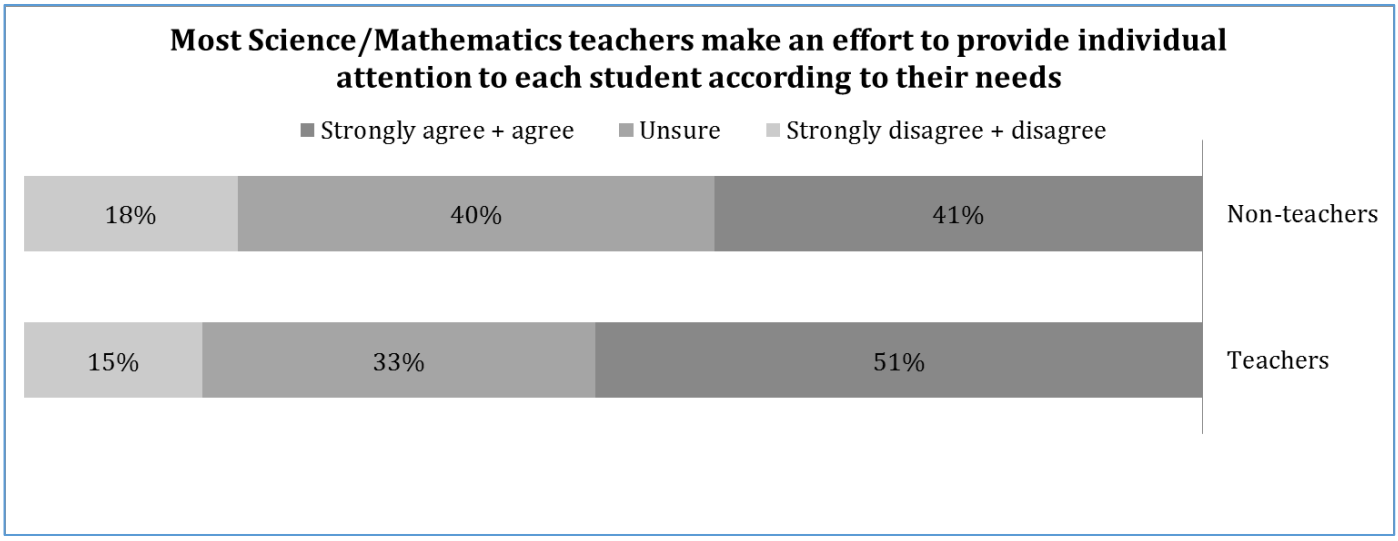
SURVEY FINDINGS

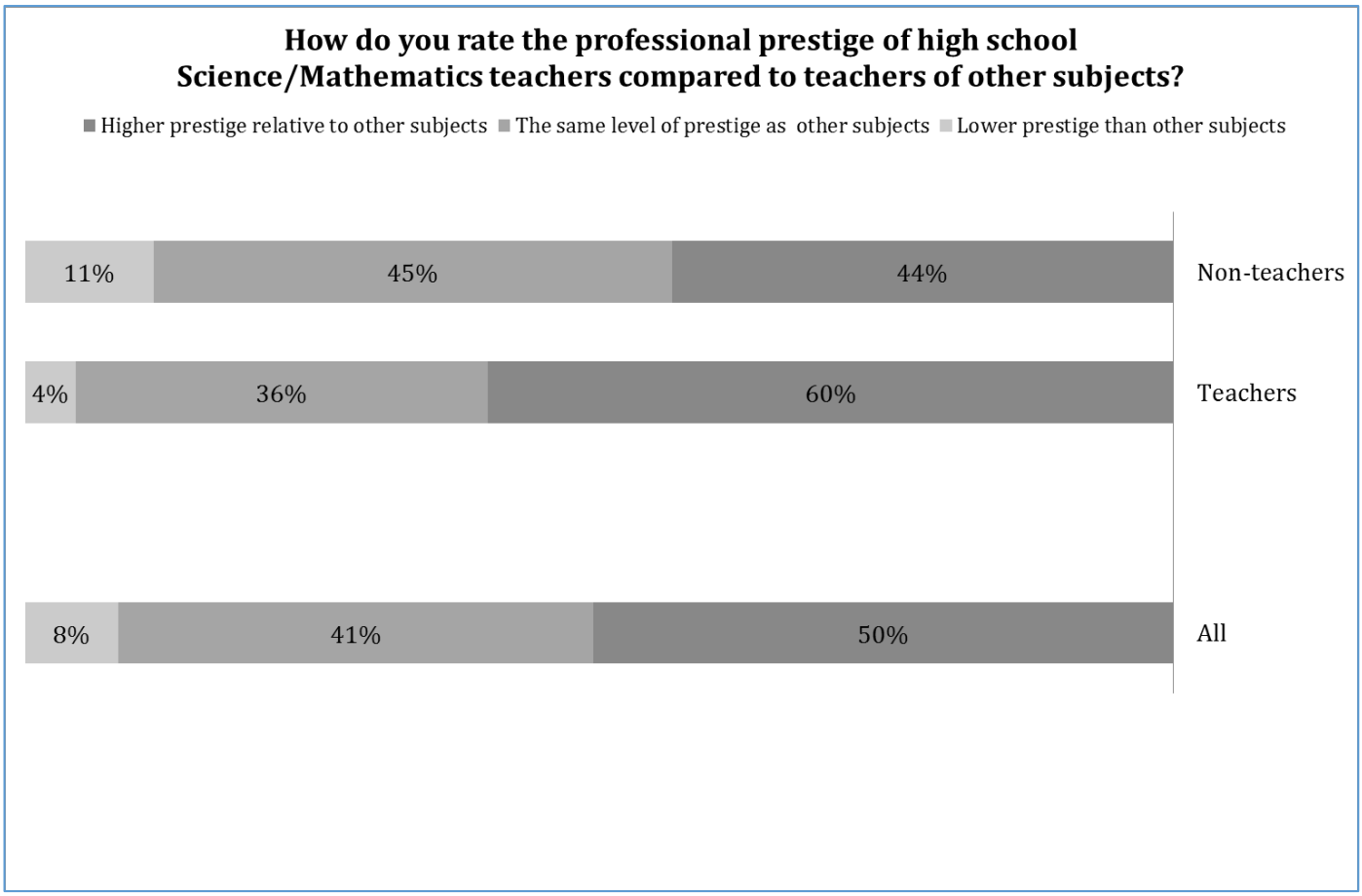
[A survey was held among a representative sample of Hebrew speakers in Israel (501 people, including 206 teachers) in order to assess the level of familiarity with the award and public attitudes toward teachers.]




Most science/mathematics teachers…
Strongly agree + agree
Unsure
Strongly disagree + disagree
32%
39%
29%
Emphasize enhancing the students' interest and curiosity in these fields
29%
40%
32%
Are familiar with the latest studies/ methods for teaching math
28%
43%
29%
Know how to adapt their teaching to different learners
17%
38%
46%
Make an effort to provide individual attention to each student according to their needs
10%
32%
58%
Have deep and broad knowledge in the field they teach - math /science


Most Science/Mathematics teachers have deep and broad knowledge in their field
Strongly agree + agree
Unsure
Strongly disagree + disagree
13%
37%
50%
Non-teachers
4%
26%
70%
Teachers


Most Science/Mathematics teachers make an effort to provide individual attention to each student according to their needs
Strongly agree + agree
Unsure
Strongly disagree + disagree
18%
40%
41%
Non-teachers
15%
33%
51%
Teachers


How do you rate the professional prestige of high school Science/Mathematics teachers compared to teachers of other subjects?
Higher prestige relative to other subjects
The same level of prestige as other subjects
Lower prestige than other subjects
11%
45%
44%
Non-teachers
4%
36%
60%
Teachers
8%
41%
50%
All

RECOMMENDATIONS AND POINTS FOR REFLECTION

1. The research and evaluation team gained the impression that **the Trump Master Teacher Award is one of the means that can be used to help the foundation advance its agenda, particularly as a way to express appreciation and admiration for teachers and enhance their professional prestige.**

2. However, as an event that takes place just once a year and focuses on a single recipient, **the potential effect is limited** and the award does not seem to promote long-term or profound change in teachers' behavior or status. Accordingly, **it is recommended that the award be seen as one of the foundation's tools, and as a modest component in its overall efforts** that can have greater significance and ramifications in securing the defined goals. **In this context, it is worth considering the cost-versus-benefit ratio in deciding on the continued awarding of the award**.

3. If it is decided to continue to award the Trump Master Teacher Award, and in order to maximize its potential, it will firstly be worth defining **the target population for the award, and investing resources for its exposure accordingly.** If the assumption is that the public is not familiar with awards in general (since the public is often unaware of the existence or the identity of the recipients of many Israeli Awards), **it is possible that the general public is not a target population**, and that efforts (resources of time and money) should focus on exposing the character and standards of the Trump Foundation to the relevant population – high-school teachers of mathematics and science at the level of 4-5 units. However, this will incur a **price in terms of securing goals focusing on the advancement of the status of teachers and the public attractiveness of these professions**.

4. In any case, it is worth **considering additional ways to enhance the visibility of the award and the principles it reflects** among the **professional community**. One possibility is to integrate the standards in other contexts. It is also recommended that **the process of submitting candidacies and selecting the recipient be changed** in order to encourage greater involvement among school principals and other elements in the professional community. This could be achieved, for example, by requiring recommendations of candidates for the purpose of submitting their candidacy; collecting references from members of the professional community as part of the required information in the screening and selection stages; or dividing the award between the recipient and their school.

5. If the professional community is the main target population, then in addition to publicizing and marketing the idea of the award at the "starting line," it is also worth thinking of ways **to reflect and publicize the standards and strategies for good teaching** so that teachers in the community can draw inspiration, learn and develop, and assess themselves by reference to the criteria. One possibility is to invest more in exposing the "finalists" (in video clips and interviews), and particularly to highlight the ways in which they meet the criteria.

6. Regarding the **standards**, discussions with the Trump Foundation suggest that **clinical specialization** is a key concept in quality teaching. However, it neither appears in the criteria, nor was it mentioned in any of the interviews (in contrast, for example, to the research undertaken with the network clusters, where it was more dominant). It would be worth considering how this standard is reflected in the existing criteria, and to fine

tune the conceptualization of this aspect in discourse regarding the quality teaching model. Moreover, it is recommended that the model and the criteria for selecting the recipient of the award be synchronized with the quality teaching compass recently developed by the Trump Foundation, in order to ensure that the foundation speaks a uniform language.

7. **The main influence of the Award** is currently confined to the recipient, who is the main "winner" in the process, both in the short term and in the long term, due to exposure to mutual exposure to additional projects and decision makers involved in the foundation's activities. **It is worth reinforcing the connection with the recipients, since they are faithful ambassadors who identify with the foundation's goals and agenda; the foundation has been successful in turning them into partners.**

8. Regarding **process** aspects, our recommendation is **to work to increase the pool of candidates**. This will enhance the exposure of the Trump Award and publicity within the professional community, increase the level of familiarity with the standards, and encourage additional teachers to engage in reflection on their teaching (despite the expected pressure this will create for the Award Committee).

9. It would seem to be **appropriate to improve the selection process** (perhaps in consultation with expert professionals in the field): refining the criteria and fine tuning their definitions (in order to reduce the room for diverse interpretations); adapting the information gathered and the tools used to ensure that the information is relevant in scoring the criteria (ensuring sufficient information, on the one hand, while avoiding irrelevant information that may influence decisions, on the other); discussing possible biases and taking decisions accordingly (e.g. how to relate to the influence of context, what personal values motivate the judges, and how these influence their choices).

10. We should recall that **the demand for exposure** encourages candidates who are self-confident, extroverted, and have good self-marketing capabilities – all factors that are irrelevant to the quality of their teaching, but which are liable to deter outstanding teachers who lack these qualities from presenting their candidacy. The committee members, in their capacity as judges, have internalized this message, and take it into account in determining the recipient.

11. We do not have an unequivocal recommendation regarding the need to change the process for the selection of candidates in order to ensure that it is fairer to both mathematics and science teachers. However, **it would appear that if the current format is maintained, the chance of a mathematics teacher winning the award is slight**. Assuming that this may **influence the sense of pride in the professional community** and the **prestige** attached to teachers of this subject, **it is worth considering ways to enable recipients to emerge from the mathematics community**, perhaps by introducing **two parallel channels for selecting recipients**, or by applying distinct criteria to the two populations.

12. **The sum of the award and the dignified ceremony contribute to its perceived prestige**. Accordingly, it would seem to be **desirable to maintain these aspects**. However, **it is appropriate to consider changing, or partially changing, the earmarking of the award money**. For example, **part of the award could be allocated for the teacher's own professional development, or the award could be divided between the recipient and their school according to a predetermined calculation**. Such changes could lessen the reticence to submit candidacies due to considerations of

modesty, while also encouraging the involvement of the principal and/or other functions in the school, thereby enhancing the exposure of the Trump Master Teacher Award during the award process. In addition, it may be possible during this process to expand the opportunity to secure influence in practical ways, since the earmarked allocation of the award may help to encourage actual activity in the educational and professional field by the school or the professional communities.

13. Lastly, regarding the concept itself: The Trump Master Teacher Award appears to offer an opportunity to express appreciation and admiration for mathematics and science teachers. However, the formulation of **criteria or standards** for quality teaching, and the "declaration" of a **single model** for optimum teaching (defined by the selected criteria), as well as the fact that entire process is **led** (initiative, funding, definition of criteria, and overall responsibility for the process) by a philanthropic foundation **have ramifications that go beyond these narrow confines**. It is worth being aware of this, and perhaps reconsidering the heavy responsibility and the position the Trump Foundation wishes to take within this complex framework. It might even be worth considering ways to involve other partners – on the national and other levels – in the responsibility for all aspects of the concept and the process – including heterogeneous representation on the committee.

CLUSTER EVALUATION OF THE "TEACHING PLUS" PROGRAM FOR TEACHERS' CLINICAL TRAINING – INTERIM REPORT

Henrietta Szold Institute

EXECUTIVE SUMMARY

A. BACKGROUND

The Trump Foundation was established in 2011 to improve achievements in public education. Its activities focus on the promotion of excellence in mathematics and sciences in high school and emphasize improvement and development of teaching in these disciplines, employing a variety of strategies and also expanding the circle of learners.

In 2013, the Trump Foundation initiated a series of teacher training programs mathematics and sciences for high school according to a clinical training model. In the 2016 school year, these school-based training programs, designed to train teachers to teach five-unit level,[66] are operated in seven colleges and a university (one in the Tel Aviv University and others in the Beit Berl, Levinsky, Oranim, Achva, Al-Qasemi, Herzog and Kibbutzim academic colleges), as part of the project known as the "Teaching Plus" network.

The programs are implemented in different ways and in different environments, but they share the same goal and are all based on common principles:

1. **The level of the candidates**: candidates must have broad knowledge in the relevant field, high cognitive abilities, and motivation to work as teachers and must be found suitable for work in the profession.
2. **Practical training**, providing the trainees with practical preparation for teaching work and offering close guidance and study with experienced teachers (teacher-instructors).
3. Focus on students' learning and acquiring tools to **diagnose** and promote their differential progress.
4. Support for the appointment of new teachers who complete the program and coaching in their first years as teachers.

[66] Study unit levels range from 1 to 5 units. They are calculated by the number of class hours devoted to the subject. In most subjects, students may choose the number of units in which they are tested. Level of difficulty is expressed as "units of study", from 1 (least difficult) to 5 (most difficult).

5. Building collaboration between the teacher, the schools and the college, empowering participants and supporting the development of teacher-instructors.

B. THE RESEARCH RATIONALE

The research examining the "Teaching Plus" programs in the field of mathematics employed cluster analysis, by eight different training clinical teacher-training programs that together form a network. The use of cluster evaluation allows us to learn about the range of programs and the overall accumulated change and also allows comparison between the different programs based on common principles, while paying attention to the different contexts in which they operate. The different training programs are analyzed using uniform research tools, in order to evaluate the network's common measures.

C. THE RESEARCH QUESTIONS

The main questions examined by the research presented in this report were:

1. How and to what extent are common principles applied in the different training programs?
    a. What is the profile of students studying in these training programs?
    b. Does a practice-focused training course provide students with practical preparation for teaching work?
    c. Is there a focus on the students' learning and providing tools for differential diagnosis and progress?
    d. Is there support for the appointment of students and graduates and guidance in their first years of teaching?
    e. How is the training implemented by teachers in schools?

D. THE RESEARCH TOOLS AND THE RESEARCH POPULATION

Table 1: The research tools and research population

The research tool	No. of respondents
Questionnaire for the students	92
Questionnaire for the graduates	33
Interviews with Ministry of Education representatives	4
Interviews with the program managers	8

Interviews with the pedagogic instructors	8
Interviews with the teacher-instructors[67]	6
Interviews with students	7
Interviews with graduates who have completed the program	5
Data on the education and occupations of students accepted to the courses	6

E. SUMMARY OF MAIN RESEARCH FINDINGS

1. ***Clinical teaching as reflected in the views of program managers and Ministry of Education representatives***

Clinical teaching involves teaching that focuses on the students and their needs—a method which has become necessary due to the enlargement of the circle of students studying five units. Since the group of students studying five units has grown more heterogeneous it now includes students with varied needs; clinical teaching can provide a response to these needs. The managers noted two main aspects as unique training for clinical teaching: the connection between theory and practice and the fact that the students are trained using clinical teaching, allowing them to have personal experiences as students, and providing them with a personal example that they can then apply in their work with their own students.

2. ***Profile of the students and the graduates***

One of the principles on which the "Teaching Plus" network is based is **candidate quality**: their knowledge in their specific field, and their motivation to work in teaching. These components were investigated while examining the profiles of the students and graduates who had been accepted to the programs. From the findings it appears that most of the students were motivated to work in teaching as well as educational and occupational backgrounds which provided them with knowledge in appropriate disciplines.

Prior education: the frequencies of the students' and graduates' bachelor's degrees were – in engineering (33% of students – N=30; 56% of graduates, N=18), in mathematics (24% of students, N=22; 19% of graduates, N=6). 21% (N=19) of the students had a bachelor's degree in computer sciences. With regard to advanced degrees, 61% of the students (N=23) and 68% of the graduates (N=15) held a Master's degree in management and business administration. Nevertheless, 10 students who responded to the questionnaire also reported that they had Bachelor's degrees in disciplines that are not rooted in mathematics, including education and teaching, social sciences, humanities and law.

[67] One teacher-instructor was interviewed from each course. In two of the courses the teacher-instructors also served as pedagogic instructors and they are therefore included in that category.

Mathematical knowledge: Some of the teacher-instructors believed that it was necessary to reinforce the mathematical knowledge of some of the students. This issue was raised in interviews with representatives of the Ministry of Education and some of the interviewed representatives felt that it was important to include more theoretical mathematics courses as part of the training. By contrast, other interviewees noted the students' mathematical knowledge as positive and pointed out the students' independent learning abilities, allowing them to bridge any gaps in knowledge that may arise.

Occupational experience: Findings from the questionnaire indicated that most of the students and the graduates worked in the fields of engineering and hi-tech (52% of students, N=45; 66% of graduates, N=21). Among the students there were also some who had previous work experience in teaching (13%, N=11). It is noted that 12 of the students who responded to this question reported occupational experience in other areas including group instruction, sales, and work in a fashion company.

Motivation to teach: The teacher-instructors positively noted the uniqueness of the students in the "Teacher Plus" network, particularly in terms of their prior background and their motivation to teach. The students and the graduates themselves noted that their motivation to switch careers to teaching stemmed from their desire to contribute to society (72% of students, N=65; 64% of graduates, N=25) and also from their desire to teach (45% of students, N=39; 34% of graduates, N=12). Some of the students had also received recommendations from their friends regarding the program (31%, N=27) and some had been approached by representatives of the program or received an offer from the IDF Veterans Association (34%, N=12 and 22%, N=7 respectively).

Most of the students and the graduates chose to study in a specific retraining program because they were impressed by it (56% of both groups, graduates: N=18, students: N=50). The graduates noted that participation in a "screening day" contributed to their estimation of the program (34%, N=12). Additional considerations for choosing the programs were proximity of program to their place of residence (32% of students – N=28; 28% of graduates – N=10) and being impressed by the faculty staff (26% of students, N=23; 28% of graduates, N=10).

3. *The program's screening process*

The selection and admission processes vary from program to program but include similar components, for example: **verifying suitable educational background, personal or group interviews and preparing a short lesson and teaching it.** Approximately 61% of the students (N=56) and approximately 66% of the graduates (N=21) felt that the program's

screening process was successful in selecting students who were suitable for the program profile. Approximately 34% of the students (N=31) and approximately 31% of the graduates (N=10) thought that the process succeeded in this to a certain extent. Approximately 78% of the students and approximately 72% of the graduates (N=23) would not change the program's screening process.

4. *Attitudes towards the training program*

a. Attitudes towards the academic portion of the training program

It appears from the findings that both the students and the graduates expressed positive opinions regarding the academic courses: 74% of the students (N=59) and 70% of the graduates (N=23) noted their satisfaction with courses in mathematics. 85% of the students (N=74) and 61% of the graduates (N=20) noted that the pedagogic courses contributed to their training. In particular, the students felt that there was correspondence between their studies in pedagogic courses and their experiences in school (78% of the students, N=62, in contrast to 39% of the graduates, N=12). Also 88% of the students (N=73) noted that they had an opportunity to raise issues from their experiences in school and discuss them in the courses and workshops. The students also related to the fact that they often had difficulty implementing what they learned in the academic courses in classes learning on a level lower than four or five study units, and that they preferred a broader treatment of pedagogy of mathematics teaching and less theoretical material.

b. Attitudes towards experience in school during the training program

The purpose of the "Teaching Plus" program is to train teachers for mathematics teaching at the higher levels of secondary education. From the reports of the students and the graduates it appears that the experience in school as part of the training program allows most of the student-teachers to be exposed to senior high school students: students mainly conduct their practical work in Grade 10 (81%, N=64), Grade 11 (73%, N =58) and Grade 12 (51%, N=40). Some also had experience working in junior high school, mainly in Grade 9 (44%, N=35). The graduates had experience mainly in Grade 8 (56%, N=18), Grade 9 (53%, N=17), Grade 10 (53%, N=17), and Grade 11 (56%, N=18). Fewer graduates had experience in Grades 7 and 12 (38% in each of these grades, N=12), so that within the training framework, the students had more practical experience in senior high school than the graduates. With regard to the academic level at which the students and graduates had practical experience, it seems that most of them practiced teaching with students at higher levels: most at the level of five study units (84% of students, N=65 and 66% of the graduates, N=19) and at the level of four study units (70% of the students, N=54, and 66% of the graduates, N=19). Some of the students and the graduates also gained experience teaching students studying three study units (62% in

both groups, students: N=48; graduates: N=18). The findings therefore indicate that within the training more students had experience with students at the level of 5 study units than did graduates.

The most frequent activities performed in the school practicum, as reported by the students (that took place at a frequency of six times or more per annum) included: observation of the teacher-instructor's lesson (81%, N=59), individual teaching of students (49%, N=35), preparing a lesson plan (45%, N=33), conducting a discussion with an effective strategy for class management (32%, N=23) and work with a small group of students (30%, N=22). Nevertheless, it appears from the students' responses that there are differences between the programs and that some of the students performed these activities at a low frequency, or did not perform them at all. A large proportion of the students reported that they did not engage in the following activities: construction of an individualized learning program for a pupil (82% of the students, N=58 reported that they did not perform this at all), drafting an exam for students (75%, N=53), conducting a discussion on students' progress in the class (63%, N=45), providing a response for the pupil on his progress (58%, N=42), inspecting students' exams (52%, N=37) and receiving written feedback following an observation of their lesson (49%, N=35).

From the students' responses and also from the interviews it is obvious that there **are differences between different schools in terms of scope and manner of experience.** There are schools in which students are involved in different activities in the school such as staff meetings, individual work with students and grading tests, all of this in addition to teaching as part of the training program. In other schools the practical work includes only classroom teaching. It is also obvious that there is a difference in the number of practice lessons taught by students, ranging from two-three lessons to six-ten lessons per year.

75% of the students (N=58) reported that the guidance that they received was flexible according to their needs and 70% of the students (N=53) reported positive correlation between the guidance they received and the contents of the theoretical courses that they had studied in the training program. 59 of the students who responded to the questionnaire, defined successful guidance as mainly including the following characteristics: guidance which included personal consideration, direction and support (19 students), guidance for planning and delivering lessons (18 students), and guidance including practice in various activities (7 students). 32 graduates who responded to this question, like the students, felt that the need for guidance during the training course included help with lesson preparation, observation of lessons and providing feedback (10 graduates), support with difficulties (9 graduates) and guidance encompassing different experiences and activities in the school (5 graduates).

5. Clinical teaching in the training program

The students and graduates were asked in an open-ended question whether they consider clinical teaching to be part of the the program, for example adapting teaching to the thinking and learning to the diverse variety of students. Most of the students who responded (79%, N=56) noted that the program included some training for clinical teaching, especially in the theoretical courses and workshops, such as classroom management and learning disabilities and also during their school practicum which included coaching for teaching heterogeneous classes. As part of their school-based training the students prepared lesson plans suitable for a diverse group of students and were given opportunities to relate to different dilemmas involved in adapting the teaching to suit these students. The students also noted that they learned how to explain the learning material in different ways and to encourage creativity and thinking.

15 students (21%) noted that the training program did not cover teaching adapted to different levels. From their responses it appears that they defined the term "adaptation of the teaching" as the teaching of weaker students studying less than five units and they did not relate to the possibility of attempting clinical teaching for students studying four and five units. These students noted that they did not have the opportunity to try to teach heterogeneous students or classes with varied levels of study units in mathematics.

In the interviews, the teacher-instructors noted that some of the students that they observed implemented components of clinical teaching—for example explanation or solution of an exercise in different ways. Nevertheless, most of the teachers noted that since the students are not experienced in teaching and are not very familiar with the students in the classes where they taught, it is reasonable to expect that at this initial stage they will use clinical teaching only infrequently.

According to the perceptions of the graduates, the important actions in teaching include components of clinical teaching such as adaptation of the teaching method to suit a diverse group of students (90%, N=27). Graduates graded actions such as use of technology for teaching (65%, N=20) and construction of a pupil's personal learning program (43%, N=12). as unimportant

Internship

In an open-ended question, the students were asked what sort of guidance they would like to receive from the program during and after their internship. 51 students, who responded to this question related in particular to their desire to continue to receive general coaching and guidance from the program in the form of consultation, deliberation, problem-solving and

help with decision-making (17 students). Some related to the possibility of an internship workshop with the original group composition from the training program (10 students) and to continued observation of their lessons and feedback from the program staff (6 students). Students primarily requested coaching in areas such consutructing lesson plans (5 students), and coping with students who have difficulties in class or have discipline problems (4 students).

Of the 21 graduates who responded to this question, 18 were still in their internship year, and 4 of them noted that they did not need guidance. Other graduates requested guidance that would focus on meetings with experienced teachers for peer learning (3 graduates) and three other graduates noted that they received the necessary guidance within the school framework.

In the interviews, both the students and the graduates noted the importance of guidance for new teachers. Some of them noted that it was preferable for this to be given within the school framework and some preferred a setting that was outside the school, for example guidance within the training program.

7. Graduates today

The graduates were asked about the classes and academic levels that they were teaching in the current year (2016). Most of the graduates who responded to this question were teaching in senior high schools in Grade 10 (20 graduates), in Grade 11 (16 graduates) and in Grade 12 (11 graduates). Some of them also taught in junior high school, mainly in Grade 9 (14 graduates). In Grades 7 and 8, 10 graduates taught in each grade. Most of the graduates who responded to this question were teaching at the level of five study units (20 graduates). The graduates also teach at the level of three study units (16 graduates) and four study units (11 graduates).

Future plans

The students and graduates were also asked about their plans for the coming academic year (2017). Their responses indicate that most of the students and the graduates plan to continue to teach in the coming academic year. Approximately 67% of the students (N=12) will combine teaching with additional work. 5 students will continue their studies, 2 students will transfer to other work and 6 students still do not know where they will work next year.

Of the students who will continue their internship in the next year, most of them will teach in senior high school in Grade 10 (31 students) and in Grade 11 (24 students) and some of them also in Grade 12 (15 students). There are students who will perform their internship also in junior high school in Grade 7 (15 students) in grade 8 (7 students) and in Grade 9 (10 students). The graduates who will continue to teach will mainly teach in senior high schools in Grade 10 (16 graduates), in Grade 11 (15 graduates) and in Grade 12 (7 graduates). Some

of them will also teach in junior high school in Grade 9 (12 graduates) and Grade 7 (9 graduates) and Grade 8 (5 graduates). From these data it appears that both the students and the graduates who completed the questionnaire have successfully integrated in teaching in senior high schools.

23 students will teach at the five-unit level, 24 at the four-unit level and 28 at the three-unit level of three study units. Of the graduates, 15 will teach at the level of five-units, 10 at the level of four units and 11 at the three-unit level. It therefore seems that some of the students and graduates who responded to the questionnaire have successfully integrated in the teaching of students studying high level of 4-5 study units.

Most of the interviewees noted that a new teacher will find it difficult to teach at the level of five study units, due to their lack of experience and also because experienced teachers do not want to vacate their posts for new teachers. Given that the goal of the programs is to train teachers to teach at higher levels and the difficulty that some teachers and graduates find in integrating in teaching such classes, the teachers and graduates suggested that **there should already be some expectation management** during the training course. This clarification of expectations should include raising awareness to the difficulty involved in integrating in teaching at higher levels at the beginning of a teaching career.

Difficulties

The main difficulties that the students observe at the inception of their teaching in school include taking care of exceptional students (57%, N=41), coping with discipline problems (47%, N=35) recognition (or lack of it) of their previous years of experience (44%, N=31) and teaching in heterogeneous classes (37%, N=27). The graduates noted similar difficulties in their present work: recognition of their previous years of experience (50%, N=15), coping with discipline problems (47%, N=14), treatment of exceptional students (40%, N = 12) and teaching in heterogeneous classes (37%, N=11). Additionally, in practice, graduates find themselves teaching classes of relatively weak students, alongside classes of stronger students, and, as emerged from previous findings, some of them feel that they do not have sufficient tools to do this due to the character of the training program that specifically aims to train teachers for teaching at higher levels.

In the interviews, both current students and graduates of the program raised additional difficulties. These include **lack of alignment between the academic college year and the school year**,(so that the time when the students can experience teaching in school is relatively limited and often ends in the spring); **not enough time spent in school** (one day a week does not allow them to observe the development of subjects and the teaching sequence); **changes in the character and work environment of the teachers who have undergone retraining** in relation to their previous work environment to which they had

become accustomed; **difficulty integrating into the education system as new teachers**; and **difficulty having their previous experience and years of work recognized** (lack of recognition influencing the teacher's pay and consequently also influencing the motivation of some of them to teach); **lack of publicity and lack of familiarity with the "Teaching Plus" network** in **the school has consequences for potential employment**, making it difficult for the students to find suitable teaching posts; **lack of familiarity with the education system,** especially education reforms and behaviors relating to conditions and wages.

F. RECOMMENDATIONS

The screening process

1. **The students' profile**: we recommend considering whether to admit students who do not have degrees in mathematics-based disciplines, some of the interviewees feeling that these students suffered from a gap in mathematical knowledge. Additionally, students' previous knowledge is related to the recognition of their experience upon their entry into the education system: students who do not have degrees in mathematics-rich disciplines report that they find it difficult to obtain recognition of their previous experience.
2. **The screening process**: It was found that different methods are used to select the students, including, for example, examining whether they have an appropriate education background, a personal or group interview and/or preparing a short lesson and teaching it. We recommend finding out which is the most effective selection method and making the screening methods in the "Teaching Plus" network uniform in line with that method. It is also advisable to test this issue again in another few years, according to the number of graduates who persevere in teaching, so that it will be possible to identify which selection processes are able to identify the most suitable students.

Academic training

1. **The academic part of the training**: most of the students and the graduates noted that the courses in mathematical content-knowledge were in their view satisfactory and that the pedagogic courses contributed to their training. Some of the students noted that they would prefer broader consideration of the pedagogy of mathematics teaching, and less theoretical material. In light of these opinions, there is room to consider adding courses on pedagogic subjects, and also additional courses on classroom management, coping with problems of pupil discipline and teaching

heterogeneous classes, all of which were subjects mentioned by the students and graduates as some of the difficulties with which they coped during their teaching.

2. **Managing expectations regarding placement for internship:** due to the difficulty in finding placements for new teachers at the five-unit level, it is recommended that efforts are made to manage students' expectations regarding placement during the training. This may help them to be more patient regarding their placement within the school system, and to wait until they are accepted to teach classes at a higher level, for which they were trained.
3. **Practicing clinical teaching:** Alongside their practice in classes with the 4-5 unit tracks, it is recommended to demonstrate for the students how they can also implement clinical teaching among students at a lower level of learning.

Practicum

1. **Practicum experience in school during the training program:** since the findings indicated that some of the students found it difficult in the beginning to integrate in teaching of high level classes, and found it difficult to cope with students in lower year groups and learning levels, it is advisable to consider allowing students to experience broader practice including teaching in lower year groups and academic levels.
2. **Difference in practicum experience between the schools**: the findings indicate that there is difference in the extent and manner of practice by the students between the different schools. Given these differences, we recommend considering whether it is worth determining several "core experiences," apart from the observation and teaching of lessons—for example individual teaching, participation in staff meetings, grading exams—which should be shared and uniform for all the "Teaching Plus" programs. We also recommend determining the desirable minimal number of practice lessons and the maximum number of students per trainer-teacher.
3. **Coordination between the academic year in the education system and the academic year in the college**: a difficulty emerged from the findings regarding the lack of coordination between the education system's academic year and the academic year in the training course, which meant that students could not practice teaching after the Passover vacation and sometimes even after Purim. For this reason we recommend considering integrating the students in additional activities in the school during those months, for example individual or group help in teaching for the Matriculation exams for students who have difficulties.
4. **Guidance during the training and practicum:** We recommend learning from experience of the graduates and the early students of the "Teaching Plus" programs

regarding which components of the coaching particularly contributed to their first years of teaching.

5. **Publicity for the program:** Perhaps broader publicity for the "Teaching Plus" network among the schools with potential for integrating new teachers would help the students in their search for a practicum and in finding suitable teaching posts; we therefore recommend acting to widen familiarity with the network's programs in different schools.

In conclusion, the "Teaching Plus" network discussed in this research report, is composed of eight different models of assimilation. The programs are based on similar principles but there are differences between them in the screening process, and in the structure and scope of the theoretical and pedagogic courses, in the manner of assimilation in practice in the schools and in the character of the supervision provided by the teacher-instructors and pedagogic instructors during the training year and the practicum year.

The students and the graduates who participated in the research testified overall that they were very satisfied with the retraining programs and some of them had already succeeded in their first year to integrate into teaching five units. Nevertheless, since this is a network of programs with uniform goals and principles, we suggest considering whether it would be worthwhile to create greater uniformity between the different programs in the network, Based on the graduates' stories of success in order to ensure that these retrained teachers can find employment and remain within the system and, over time, can succeed in enlarging the circle of students studying five study units in Israel.

CONVENING OF PROFESSIONAL NETWORKS FOR KNOWLEDGE-SHARING AND COLLABORATION IN 2015-2016

EXECUTIVE SUMMARY

In 2015, the Trump Foundation embarked on a pilot year of serving as a convener. We took on this role as a proactive step to increase coherence, collaboration and effectiveness between programs and to encourage sustainability of the foundation's strategy among its partners. We did so in response to the request and expectation expressed by grantees in the GPR of 2014 to facilitate mutual learning and cooperation between different foundation programs.

We designed our convening activities to address different needs and forms, including cluster networks for programs of a similar nature; exchange fairs to facilitate interaction between developers and operators; and practitioner affinity groups to cultivate mutual learning among professionals from different programs. We initially planned 22 convening events over the course of the year for 280 participants. In reality, we executed 21 meetings and events for 409 participants. They included 14 cluster meetings, 4 exchange events and 3 affinity group workshops, of which 15 were performed in the new office and 6 in an outside facility. One of the affinity workshops included a residential stay, to enable deeper learning.

Cluster networks were launched for programs of teacher residency training; professional communities of practice; diagnostic assignments; and municipalities and school networks, all of which met 3-4 times each. Several cluster networks went on to organize their own activities, such as an international conference and study visits abroad. Additional grants were approved to support these activities.

An external and internal evaluation of the activity, which comprised interviews with participants and staff members, revealed the following:

a. The overall response from participants is highly positive, and the role of a convener is one that our partners encourage us to maintain. They expect the foundation to deepen the content and learning in these meetings, including more significant mutual learning through observations and sharing case studies. They also expect the foundation to advocate for their interests with the Ministry of Education.
b. The participants note that the foundation staff is very active in preparing and running the meetings and events. However, those who engaged in more significant activity – such as a study visit, overnight seminars, or organizing a shared conference - developed a greater sense of ownership and felt more connected, obligated and satisfied by the convening experience.
c. The organizational decision to place the convening activity under our program team, who have close working relationships with the professionals in grantee organizations, benefited the convening activity. Nevertheless, this meant that the

convening placed an emphasis on the programs, and less on the grantee organizations, their leadership and the larger surrounding eco-system.

d. Five foundation team members dedicated approximately 20% of their time to operating the convening activities over the year. Their expertise lies in grant making and they did not undergo specific training on how to effectively convene partners. They had to learn the craft on the job from successes and challenges as they progressed throughout the pilot year.
e. The foundation's role as convener included preparing a detailed operational plan, aligning milestones with budget, monitoring progress and performance, and coordinating the work between different team members. In practice, this was more difficult than expected and will require active steps to improve next year.

Learning from these lessons, we propose the following goals for the foundation's convening activity in 2016:

- to increase the volume and scope of convening activities, and create more opportunities for peer-led learning, observations, and case studies in the field;
- to encourage members to exercise ownership and responsibility for the network, and become more involved and committed;
- to diversify the affinity groups so that they include different professionals in grantee organizations and their leadership;
- to improve effectiveness of internal operations, including performance and financial monitoring, team communications and mastering the craft of convening.

CLUSTER NETWORKS

In 2016 we will we add a fifth network which will convene training programs for instructional coaches, including 7 programs from different partner organizations. They will work together to build an agreed-upon process and best practices for training teachers to become instructional coaches, and to explore the profession further in Israel. They will discuss the institutionalization of the role of instructional coach; how to embed it into the education system; and how to cooperate with the Ministry of Education to formalize the role and solve the issues surrounding it.

The other four networks will continue to meet, will expand to include new grantees, and will work towards taking responsibility for the network and a more significant level of learning and interactions. They will build their own annual plan and goals together with the foundation, focusing on knowledge sharing, learning from each other's case studies, visits to one another’s programs, and producing joint publications for the professional community.

AFFINITY GROUPS

This year, we intend to significantly expand the scope of the Practitioner Affinity groups, to include 10 workshops for the following professionals:

a. Practitioners affiliated with cluster networks: school principals, PLC facilitators, instructional coaches, teachers who implement diagnostic instruction and teachers who use classroom-based videos. For the latter, we are planning a workshop for 50 participants with Judy Shulman on the use of video in professional development of teachers.
b. Practitioners in grantee and partner organizations: CEOs, CFOs and Communications Officers of leading education organizations.
c. Ministry of Education district mathematics supervisors. Their two-day workshop will be residential, in order to increase trust between participants who are aren't used to working together, and enable time for a more significant learning process.

EXCHANGE FAIRS

We will convene an Exchange Fair, "Shuk 5", our annual "market" for operators and developers to meet, network, and present their programs and processes to one another.
In total, over the course of the year the foundation will convene 765 participants in 28 events, meetings and seminars. Preparation for and by participants for the workshops and seminars will include translation of relevant academic literature, adding subtitles to classroom videos, and preparing literature reviews.

A detailed work plan will be prepared, including internal division of labor and responsibilities across the foundation team. Progress and performance will be monitored throughout and feedback will be collected from participants at a range of convening events. During the year, a team member will learn more about the craft of convening from literature and from colleagues in philanthropy, in order to train the rest of the team.

DRAFT – 17.12.14

THE ADVISORY COUNCIL

19-20 NOVEMBER 2014

INSIGHTS AND RECOMMENDATIONS

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 pro-actively 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 CONVINCE 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 that 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.

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 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.

EXAMPLES OF PROGRAM EVALUATIONS BY TRUMP FELLOWS

Ashdod – Municipal Model

The city has set itself an ambitious goal: 25 percent of students graduating 12th grade will complete five units in mathematics. As part of its partnership with the foundation, Ashdod operates two communities including 45 teachers, both experienced and new. The communities discuss aspects of knowledge, skills, and approaches to clinical and nurturing teaching. A veteran teacher is paired with every new teacher to provide close supervision. Modeling days are held twice a week, providing "master classes" attended by all the mathematics teachers in the city. Nine teachers in this program were interviewed and three observations were held.

The component of quality teaching that was mentioned as the most significant in this program is the "atmosphere of trust." The teachers discussed their appearances in their own classrooms, in the teachers' community, and even in personal interactions with students:

> "In the community there is an emotional connection between the teachers and a sense of trust and openness. There isn't any criticism. The emphasis is both on mathematical knowledge and on emotional and pedagogic knowledge… I feel that if something isn't working for me, I can come and talk about it. It's fun to come along and get advice."
>
> "I have become more convinced about something I always believed – that more children could do five units than do so in practice." "I used to be pretty 'yes or no' about it – this one is for five units and that one is for four units, he doesn't stand a chance. This year I'll increase the number of students I allocate to the five-unit track."

Another component mentioned as significant is "feedback and improvement," particularly in the arena of the classroom. The teachers report that, thanks to the program, they work and aspire to improve and diversify their teaching. They state that they have made changes to the lesson plans, use illustrative means, and are more willing to experiment and try new approaches.

Branco Weiss – Pedagogic Incubators

The program began four years ago, including teachers' communities in 15 schools based on the "rehearsals" method, in cooperation with students and teachers. The emphasis in the program is on soft skills – reducing judgmentalism, freeing the class from centralized control by the teacher, and providing more space for the students. Eight teachers in this program were interviewed and three observations were held.

In this program, too, the components: "atmosphere of trust" and "feedback and improvement" were found to be the most important on the class level and in the interaction with the students. The events in the community (the incubator) provide the teachers with a role model for desirable conduct in the class:

"In the class we engage in conversation. We question things. The students cooperate with each other and teach one other. There's a kind or orderly chaos. It isn't quiet. There's lots of practice time during which they consult with each other. Sometimes I gather them together when there is a common difficulty."

"The most important thing in the incubator is non-judgmentalism, which doesn't mean that you don't apply critical thinking. A student or teacher may do something that you think is wrong. But you can tell them that while still not giving them the feeling that there's something wrong with them or that they are less worthy."

Weizmann Institute of Science – Diagnostic Assignments in Physics

This program aims to develop 150 diagnostic assignments relating to typical errors of high-school physics students. The tasks are being developed in cooperation with leading and active teachers in physics teachers' communities around the country. The teachers experiment with assignments at the community sessions and then use them in the classroom, returning to the community for discussion based on documentation and feedback. Nine teachers in this program were interviewed and three observations were held.

The main arena of impact of this program is the classroom. The level of trust in the class grows, routines of diagnosis and feedback are implemented, and learning becomes more active:

"There's more trust in the class. The students know that they can make a mistake and correct themselves. The approach is kind of, 'let's talk about the difficulties from all aspects' rather than, 'those who don't succeed aren't good students….' Trust means that you can talk about things without trying to blame anyone for a lack of success."

"Discussion has been created between the students – they give feedback to each other, and they don't see the teacher as an arbiter. The students argue about the answers, but they don't only focus on whether it's right or wrong. What's interesting is not the answer, but the thought process."

"We've begun to work on several activities that aim to address difficulties. The student has to explain their answer, and the answer must be complete. We use the acronym FSC – facts, science, connection. Facts from the question, a scientific-physical explanation, and the connection between the facts and the explanation."

"In diagnostic questions, the student exposes their thought processes to the teacher. Proper attention by the teacher creates an atmosphere of togetherness and a joint struggle against the difficulties, instead of criticism and judgmentalism."

Key Findings and Recommendations from the Trump Foundation 2016 Grantee Perception Report

Prepared by The Center for Effective Philanthropy

In May and June of 2016, The Center for Effective Philanthropy (CEP) conducted a survey of the Trump Foundation's grantees and non-grantee partners[68], achieving a 66 percent response rate overall[2].

This memo of key findings and recommendations accompanies the comprehensive survey results found in the Foundation's interactive online reports at https://cep.surveyresults.org and in the downloadable online materials. The Foundation's full report also contains more information about survey analysis and methodology.

Introduction

We are pleased to provide you with your 2016 Grantee Perception Report (GPR) for the Trump Foundation. We look forward to discussing the results of this survey of your grantees and non-grantee partners (partners).

Assessing funder performance is challenging, and a range of data sources is required. The GPR provides one set of perspectives that can be useful in understanding philanthropic funder performance and should be interpreted in light of the Foundation's particular goals, strategy and context. The survey covers many areas in which grantees' and non-grantee partners' perceptions might be useful to your Foundation. The Trump Foundation should place emphasis on the areas covered according to your specific priorities. Low ratings in an area that is not core to your strategy may not be concerning.

Context matters – both in terms of interpreting your results and planning for future action based on these results. It is our hope that this GPR will inform planning and learning efforts underway by providing data and insight, from the perspective of grantees and non-grantee partners, about the Foundation's relative strengths and opportunities for improvement.

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[68] Throughout this memo, data refers to grantee and non-grantee partners, unless otherwise noted. [2] Please refer to Appendix A: Methodology for more detail.

Overview

Overall, grantee and non-grantee partner perceptions in 2016 are similar to 2014[69]. Across key GPR measures, the Foundation receives mixed feedback, summarized below.

- **Field Impact**: Grantee and partner perceptions of the Foundation's impact on their fields in 2016 are similar to 2014, though slightly trending up. Additionally, ratings have significantly improved for the Foundation's effects on public policy and are trending up for advancing the state of knowledge. In a new custom question, respondents report that the Foundation is having a very positive impact on the teaching of mathematics and science in Israeli high schools.
- **Impact on Organizations**: Ratings for Trump's impact on organizations are similar to 2014, lower than typical, and remain in the bottom 5 percent of CEP's comparative dataset.
- **The Funder-Grantee Relationship[70]**: As in 2014, grantees and partners report strong relationships with the Foundation, with continued exceptionally positive ratings for how clearly the Foundation has communicated its goals and strategies. In fact, the Trump Foundation receives its highest comparative ratings from both grantee and partners for the clarity with which it communicates its goals and strategies. However, ratings for some measures of interactions are trending down.
- **Processes**: With regard to the Foundation's processes, grantee ratings for the helpfulness of the selection process are trending up from 2014, and are now higher than typical. Ratings for the helpfulness of the reporting and evaluation process, however, are typical and trending down from 2014.
- When asked to describe the Foundation in one word, respondents most commonly used the words "professionalism" and "partnership" to describe the Trump Foundation.

Respondents have similar perceptions of and experiences with the Foundation. There are no consistent significant differences when segmenting results by grantees and non-grantee partners.

When analyzing grantee responses by segmentation, there are no consistent differences by grantee strategy (Implementation; Opportunity; Expertise; Amplifying Activities: Knowledge, Media &
Networks). However, when segmenting results by grant size, ratings are significantly more positive from grantees receiving grants of 450,000 NIS or more.

With regard to non-grantee partner segmentations, there are no consistent differences when segmenting results by field (Policy & Stakeholders, Research, Practice). However, practice partners

[69] For more detail, please refer to Appendix B: Statistically Significant Changes over Time.
[70] Please refer to Appendix C for more information regarding CEP's research on funder-grantee relationships.

rate Trump significantly more positively than policy & stakeholder partners on measures of field and organizational impact.

The Foundation's Approach to and Impact on Grantees' & Partners' Fields

Respondent feedback indicates improvements from 2014 regarding Trump's impact on grantee fields, though ratings continue to be lower than typical. Respondents, as in 2014, provide mixed feedback about the Foundation's strategic approach.

- Grantees and partners rate Trump's impact on their field similarly to 2014 and in the bottom 10 percent of CEP's comparative dataset, though ratings are trending up slightly.
- Ratings have improved on other field-related measures. Ratings have significantly improved since 2014 for the extent to which the Foundation has affected public policy; Trump is now rated in the top 10 percent of funders on this measure.
    - In open-ended comments, respondents describe the Foundation as having strong policy influence. They describe impact on Ministry of Education, praise the Foundation's influence among policymakers, and credit Trump for increasing broad public awareness of the importance of math and science education.
    - Additionally, ratings are trending up since 2014 for the extent to which the Foundation has advanced the state of knowledge in grantees' and partners' fields.
- CEP's broad field-wide research shows that grantee perceptions of a funder's understanding of their fields is the strongest predictor of perceptions of its impact on their fields.
    - Ratings for the Foundation's field understanding are typical, though trending down slightly from 2014. Respondents who rate the Foundation a 6 or 7 for the extent to which Trump understands their fields rate the Foundation significantly more positively on field impact.
- Ratings for measures of field impact differ somewhat by subgroup:
    - Grantees that report receiving grants of at least 450,000 NIS – including strategic grantees – rate the Foundation significantly more positively on a number of measures, including its impact on and understanding of their fields and effect on public policy.
    - Practice partners rate the Foundation's impact on their fields significantly more positively than policy & stakeholder partners.

<u>The Trump Foundation's Approach</u>

- Particularly as a relatively new foundation, the Trump Foundation's work within high schools is viewed positively, with optimism about future improvements.
    - In a custom question, respondents report that the Foundation is having a very positive impact on the teaching of mathematics and science in Israeli high schools.

- Similarly, nearly 90 percent of respondents believe that the Foundation's goal to see a 20 percent increase in the number of high school students studying advanced Physics and a 15 percent rise in students studying advanced mathematics in ten years is feasible, similar to 2014.
- Additionally, grantees believe that Trump has a strong understanding of the needs of beneficiaries, and ratings for the extent to which the Foundation's funding priorities reflect a deep understanding of their intended beneficiaries' needs are similar to the typical funder.

- However, Trump is rated lower than typical for the extent to which it is open to ideas about its strategy and for its understanding of the context that affects the work of grantees and nongrantee partners.
- In fact, the number one suggestion relates to the Foundation's broad approach and strategy.
  - As in 2014, respondents recognize the Foundation's specific and narrow focus and encourage the Foundation to "broaden its objectives," suggesting an expansion of "its framework to fields of education in general….not only math and science in high school," that it consider a "strategic expansion of the target audience, down to elementary school age," and greater focus on "outstanding teachers, and not necessary in sciences and math."
  - Others suggest that the Foundation invest more in the "research related to teaching and learning math" and support more "unconventional" and "innovative" efforts in the math and science space.

"The Foundation's field is narrow relative to our field of endeavor. We would like to expand the scope of collaboration, but we are limited by the goals of the Foundation."

"The Foundation significantly raised public awareness about the importance of learning math."

"The Foundation has a big impact on strengthening science education in Israel in general and math in particular – on the public level and on the professional level."

"The activity at the national level had an impact on changing policy at the Ministry."

"The Foundation significantly raised public awareness about the importance of learning math."

"The Foundation's impact on the professional field in which it chooses to operate – science studies in secondary education – is enormous. It is nearly unprecedented in Israeli concepts. But we as an organization operate in the Foundation's central field of activity only in one project, and it is because of this project that we connected with the Foundation. Thus, we have a broad community for which the Trump Foundation is not relevant."

Impact on and Understanding of Grantees' & Partners' Organizations

Overall, ratings on measures of impact on and understanding of respondent organizations are similar to 2014, and remain typical or lower than typical.

- Ratings for Trump's impact on organizations remain lower than typical, in the bottom five percent of funders overall.[71]
- CEP's broad field-wide research shows that grantee perceptions of a funder's understanding of their organizations' goals and strategies is the strongest predictor of perceptions of its impact on their organizations. As in 2014, respondents rate the Foundation similarly to the typical funder for its understanding of their goals and strategies[72].
    - Grantees and partners that rate the Foundation a 6 or 7 for the extent to which Trump understands their organization's goals and strategies rate the Foundation significantly more positively on most measures in the survey, including its impact on their organizations.
- Grantees rate the Foundation significantly more positively than 2014 for their ability to sustain the grant-funded work in the future, though ratings for this measure remain lower than typical.
- As in 2014, grantees rate the Foundation similarly to the typical funder for its awareness of the challenges grantees are facing. However, ratings remain lower than typical for the extent to which the Foundation takes advantage of its various resources to help grantees address their challenges.

Grant-making Characteristics

Compared to the typical funder, and as in 2014, Trump's grant-making characteristics are distinct.

- Trump grantees report receiving longer and larger grants than the typical funder, and the Foundation provides more program/project support grants than the typical funder.
    - Grantees receiving grants of 2.5 years or longer rate Trump more positively on a number of measures, including their ability to sustain the funded work, Trump's helpfulness in helping grantees address grantee their challenges, impact on public policy, and Trump's field understanding than grantees receiving shorter grants.
- Perhaps a reflection of the foundation's specific approach, a larger than typical proportion of grantees report using the grant to add new program work, rather than to maintain or expand existing program work.
- The Foundation has a higher than typical proportion of first-time grantees, though fewer than in 2014.

[71] This question was asked only of grantees in 2014 and of both grantees and non-grantee partners in 2016.

[72] This question was asked only of grantees in 2014 and of both grantees and non-grantee partners in 2016.

- Trump funds larger organizations than typical and, given its large grant size, also funds a larger than typical proportion of grantees' organizational budgets.
    - Grantees with organizational budgets of less than $1M USD rate Trump's impact on their organizations significantly more positively than grantees whose organizational budgets equal or exceed $1M USD.

Continued Valuable Non-monetary Assistance[73]:

The Trump Foundation continues to provide a larger than typical proportion of its grantees with intensive forms of non-monetary assistance. These supports are highly valued; grantees continue to find Foundation-organized events helpful and express some interest in more Foundation-organized convenings of grantees and partners.

- Forty percent of grantees, a higher than typical proportion, report receiving intensive patterns (field focused or comprehensive[74]) of non-monetary assistance. Grantees that received these intensive patterns of non-monetary assistance rate the Foundation significantly more positively on almost every measure in the survey, compared to grantees that received a few or no types of non-monetary assistance.
- Grantees most frequently report receiving forms of field-focused assistance, specifically the encouragement or facilitation of collaboration (56 percent), introductions to field leaders (54 percent), and seminars/forums/convenings (46 percent).
- Eighty-five percent of grantees and partners, a larger proportion than in the past, report participating in at least one event (e.g. workshops, group meetings, conferences) bringing together grantees and partners, organized by the Foundation.
- As in 2014, participants find events to be very helpful, and 61 percent of respondents would like to see more efforts from the Trump Foundation to convene grantees and partners.
    - In particular, respondents express interest in small group meetings focused on particular topics, enrichment events with experts, and general knowledge-sharing events.

Continued Strong Relationships & Particularly Positive Communications

CEP's research finds that strong funder-grantee relationships – defined by high quality interactions and clear and consistent foundation communications – are critical to high-performing funders. Grantees who have strong relationships with their funders perceive those funders to have significantly greater impact on their organizations, communities, and fields.[75] More tangibly, grantees that can approach funders with challenges, get answers to important questions in a timely fashion, and clearly understand what a funder is trying to achieve are more likely to efficiently

[73] Please refer to Appendix D: Non-Monetary Assistance for more detail

[74] Please refer to Appendix D: Non-Monetary Assistance for more detail

[75] Please refer to Appendix C for more information regarding CEP's research on funder-grantee relationships.

execute work on shared goals ***and*** draw on funder resources beyond the grant funding – amplifying the impact of money invested in providers and programs.

Overall, and as in 2014, Trump grantees and non-grantee partners have stronger than typical relationships with the Foundation, and the strength of relationships is most positive among grantees with whom the Foundation has the most active relationships. However, ratings for some measures of interactions are trending down from 2014.

Interactions

Overall, while they remain typical or higher than typical, ratings for some measures related to quality of interactions are trending down from 2014.

- While ratings for staff responsiveness are typical and similar to 2014, ratings for comfort approaching the Foundation if a problem arises are trending down from 2014 and are now typical.
    - Grantee ratings have declined significantly since 2014 on both of these measures.
- Although ratings of the fairness of the Foundation's treatment remain higher than typical, ratings have significantly declined since 2014.
- In a custom question about interactions with Trump, as in 2014, respondents rate most positively for the extent to which the Foundation trusts them to carry out the work specified in the partnership and respects their expertise in their areas of focus.
- Ratings for the ***quality*** of interactions are related to the ***quantity*** of interactions between the

Foundation and its grantees and partners. Interaction patterns are similar to those in 2014, with 65 percent of respondents having contact with the Foundation monthly or more often. These respondents rate Trump significantly more positively on measures relating to the quality of interactions.

- A larger than typical proportion of respondents, representing a significant increase from 2014, report experiencing a recent contact change at the Foundation. Those who did rate the Foundation significantly less positively on almost every measure of the survey.
- Improving interactions are the second and third most common suggestion from respondents, respectively. Grantees and non-grantee partners suggest more frequent interaction with the Foundation, smoother management of contact changes, and more site visits.

Communications

- As in 2014, the Foundation is rated exceptionally positively - higher than 97 percent of funders in CEP's comparative dataset - for how clearly Trump has communicated its goals and strategies to grantees and non-grantee partners.
- Ratings remain typical, and similar to 2014, for the consistency of information provided by different communications resources, both personal and written, that they used to learn about the Foundation.

- With regard to specific communications resources, respondents most frequently use individual communication with the Foundation, which they find to be the most valuable.
- While respondent find Trump's online resources to be moderately helpful, overall, they are most useful for learning about the Foundation's goals and strategies.

- Ratings for the Foundation's overall transparency are trending up from 2014 and are now similar to the typical funder[76].
  - While still typical or below typical, ratings on aspects of transparency (e.g., the Foundation's processes for selecting grantees; best practices the Foundation has learned - through its work or through others' work - about the issue areas it funds) have significantly improved since 2014.

"The relations with the Foundation's staff were excellent. On the one hand, we received full attention to all of our requests, and our program was carefully examined. On the other hand, we were given the freedom to act as we thought best – the Foundation did not try to force us to do things their way."

"The Foundation defined clear objectives, which were continually monitored in cooperation with us, while making adjustments to best achieve the objectives. The relationship is excellent, the Foundation provides strong and supportive backing, and knows how to encourage and empower toward achieving the goals."

"Quality discourse and relationship, honest and direct, between colleagues working together toward a common objective."

"The communication was available, to-the-point, and patient."

Foundation Processes and Monetary Return[77]

Grantee ratings for the helpfulness of the selection process are trending up from 2014, and are now higher than typical. Ratings for the helpfulness of the reporting and evaluation process, however, are typical and trending down from 2014. Additionally, grantee feedback paints a picture of time consuming and intensive grant processes, that, in light of larger than typical grant size, yield a monetary return that is similar to the typical funder.

[76] CEP's recent research, using responses to the GPR, indicates that the strongest predictor of the strength of the funder-grantee relationship is grantee responses to the question "Overall how transparent is the Foundation with your organization?" For more detail on CEP's research on transparency and predictors of the funder-grantee relationship please refer to CEP's research report: Sharing What Matters – Foundation Transparency (2016).

[77] This section references questions asked of grantees only.

Selection Process

- Grantees view the selection process as more helpful than typical – and more helpful than in 2014 – in strengthening their organizations or grant-funded programs.
- The selection process is an intensive experience for grantees. Staff are very involved in the proposal development process and grantees feel a higher than typical amount of pressure to modify their organization's priorities in order to create a grant proposal that is likely to receive funding, a significant increase from 2014.

Reporting & Evaluation Process

- Grantees view the reporting/evaluation process as typically helpful – though less helpful than in 2014 – in strengthening their organizations or grant-funded programs. More specifically, they provide ratings in the bottom five percent of CEP's comparative dataset for how helpful Trump has been to their organization's ability to assess progress towards their own goals.
- Grantees report greater than typical engagement with the Foundation during the evaluation/reporting process. A higher than typical proportion, similar to 2014, discuss their report/evaluation with the Foundation, and 70 percent, a typical proportion and similar to 2014, report exchanging ideas with the Foundation regarding how their organization would assess the results of the work funded by this grant.
- The Foundation's processes, particularly its evaluation processes, are the second most commonly mentioned suggestion from grantees. Grantees request greater clarity and ongoing communication during the evaluation process, as well as feedback on submitted reports.

Time Spent on Processes and Monetary Return

With larger than typical grant size, even in light of time-intensive processes, the Foundation has a typical financial return per hour invested in Foundation processes. In other words, for every process hour, grantees receive $2,500 on average, similar to the return of $2,200 at the typical foundation.

- More specifically, at the median, grantees report spending 80 hours on the Foundation's administrative requirements over the lifetime of their grant, relative to 32 at the typical funder. This is an increase from 50 hours in 2014, driven largely by an increase in time spent on monitoring, reporting and evaluation.
- Grantees receiving grantees of less than 450,000 NIS receive a lower than typical monetary return.

"The processes were very orderly and clear, and the personal connection and guidance helped a lot in the process."

"There was no feedback from the Foundation. We'd be happy to know what the Foundation thinks about what we did."

CEP Recommendations

- As a strategy to increase field impact, consider where the Foundation might be able to **deepen, clarify, and demonstrate its understanding of the fields in which grantees and partners work.** In doing so, reflect on ways to articulate the rationale behind the Foundation's strategic approach, and seek opportunities to be increasingly open to ideas from grantees and partners about Trump's strategy.
- If improving the strength and sustainability of grantee and partner organizations is a goal of the Foundation, **review the ways in which Trump and its staff build and communicate strong understanding of their goals, strategies and challenges**. Additionally, create opportunities to better communicate the Foundation's interest in and understanding of grantees' and partners' organizational goals, strategies and challenges.
- Building on the valuable provision of **non-monetary assistance**, consider the role of and possibilities for expanding the Foundation's facilitation of convenings for grantees and partners.
- To further strengthen the funder-grantee relationship, in service of impact, reflect on ways to provide increasingly **consistent communications** and **high-quality interactions to grantees and partners**. In doing so, seek a more transparent articulation of Trump's approach and grantees' and partners' contributions to that approach.
- Consider how the **selection and reporting/evaluation processes**, in addition to providing information needed for Trump decision-making, **can be a tool for strengthening grantee programs**. Consider opportunities for clearer expectations and greater engagement during the reporting/evaluation process.

Appendix A: Methodology

CEP surveyed grantees and non-grantee partners of the Trump Foundation in May and June of 2016. CEP received 86 responses for an overall 66 percent response rate. CEP received 50 responses from grantees for an overall 86 percent response rate from grantees, and 35 responses from non-grantee partners for an overall 50 percent response rate from non-grantee partners. These response rates are higher than typical.

This is the second GPR for the Foundation. CEP previously surveyed the Foundation's grantees and nongrantee partners in 2014.

Throughout this report, Trump Foundation's survey results are compared to CEP's broader dataset of more than 50,000 grantees built up over more than a decade of grantee surveys of approximately 300 funders. Funder results are displayed relative to other funders who have used the GPR, and, with this comparative data, results are frequently compared to the "median" or "typical" funder rated at the 50th percentile. Grantee ratings for the Foundation are described as "higher than typical" when they fall above the 65th percentile, and "lower than typical" when they fall below the 35th percentile. As the Foundation considers its comparative results, it is important to note that, across foundations, grantee ratings do not differ by foundation size, grant size, grant type, or program area. In other words, these factors are not predictive of grantee ratings.

CEP compares past ratings to current ratings, testing for statistically significant differences. The use of the term "significant" in this memo denotes a statistically significant change. CEP uses a 90 percent confidence interval for significance testing. CEP uses the word "trending" when the data shows a pattern over time (from one GPR to the next) towards a given direction, but when that pattern is not statistically significant.

Appendix B: Statistically Significant Changes over Time

Significant Differences Between 2014 & 2016 – Overall

- Grantees and non-grantee partners rate Trump significantly more positively than in 2014 for the following measures:
    - The Foundation's effect on public policy
    - The extent to which the Foundation improved grantees' ability to sustain the work funded by this grant in the future.
    - Transparency measures, including:
        - Transparency regarding the Foundation's processes for selecting grantees
        - Transparency regarding best practices the Foundation has learned - through its work or through others' work - about the issue areas it funds
        - Transparency regarding the Foundation's experience with what it has tried but has not worked in its past grant-making

- Grantees report significantly more pressure than in 2014 to modify their priorities to create a request that is more likely to receive funding.
- Ratings for fairness and the overall relationship summary measure have decreased significantly since 2014.
- In 2016, a significantly larger proportion of grantees and non-grantee partners report having had a change in primary contact than in 2014.

Significant Differences over Time – Grantees

- Grantees rate the extent to which Trump improved their ability to sustain the work funded by the grant in the future significantly more positively than grantees in 2014.
- Grantees rate Trump more positively on the following aspects of transparency:
    - Transparency regarding Foundation's processes for selecting grantees
    - Transparency regarding best practices the Foundation has learned - through its work or through others' work - about the issue areas it funds
    - Transparency regarding Foundation's experience with what it has tried but has not worked in its past grantmaking
- Grantee ratings have declined significantly on measures of the funder-grantee relationship, including the relationship summary measure, perceptions of being treated fairly, comfort approaching the Foundation if a problem arises and staff responsiveness. Compared to 2014, a larger proportion of grantees in 2016 report having had a change in their primary contact.
- Grantees report feeling significantly more pressure in 2016 than 2014 to modify their organization's priorities in order to create a grant proposal that was likely to receive funding.

Significant Differences over Time – Non-grantee Partners

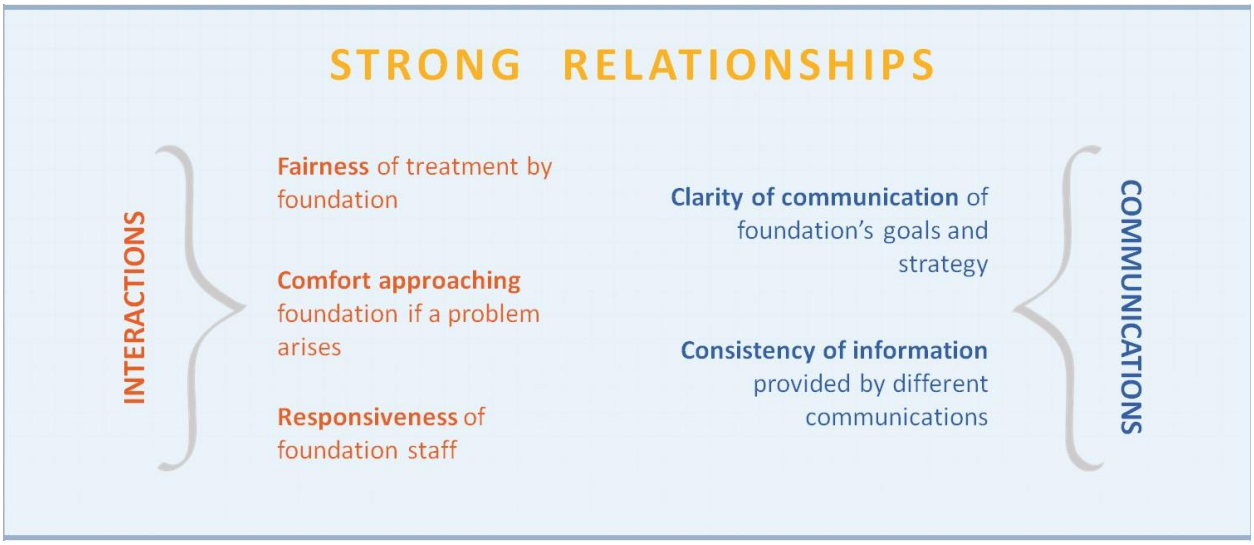
- Non-grantee partners rate the Foundation's impact on public policy significantly more positively in 2016 than 2014.
- A significantly larger proportion of non-grantee partners in 2016 report having had a change in primary contact than grantees in 2014.

C: Funder-Grantee Relationships

Funder-Grantee Relationships Factor

Through our broader research, CEP has identified five statistically related survey items that illustrate a larger construct of relationships (visualized below). This relationships construct is one of the strongest predictors of the extent to which grantees perceive their funder's impact on their organizations, and is highly related to a number of other grantee perceptions about their funders, described on page 6 of this report.

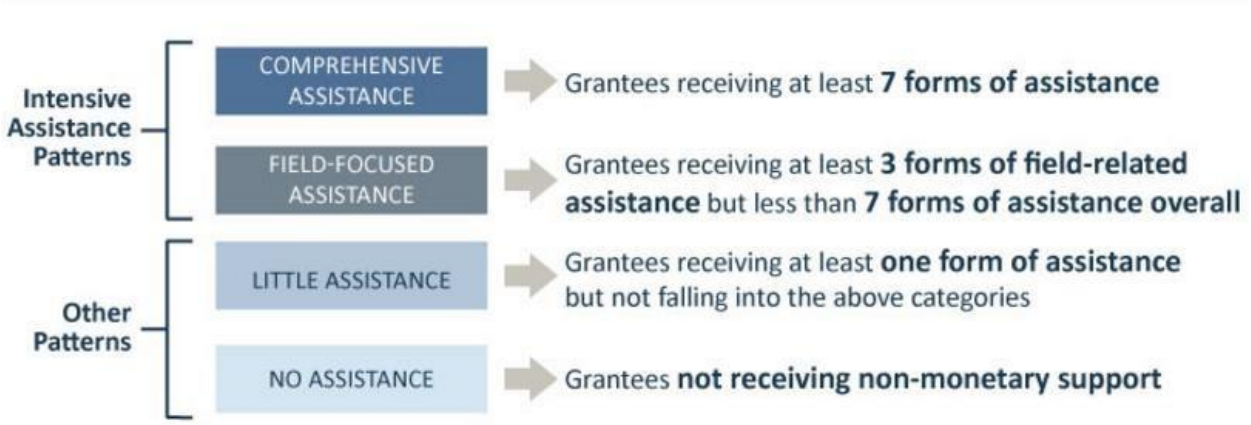
For more information about CEP's research and recommendations regarding funder-grantee relationships, please refer to CEP's research report *Working Well with Grantees: A Guide for Program Staff.*



D: Non-Monetary Assistance

The grantee survey asks grantees to indicate what types of non-monetary assistance (listed below) they received from the Trump Foundation in association with the funding from their grant. CEP then categorized grantees' responses into one of four categories outlined below and described in more detail in CEP's research report, *More Than Money: Making a Difference with Assistance Beyond the Grant*.

Management Assistance	**Field-Related Assistance**	**Other Assistance**
General management advice	Encouraged/facilitated collaboration	Board development/governance assistance
Strategic planning advice	Insight and advice on your field	Information technology assistance
Financial planning/accounting	Introductions to leaders in field	Communications/marketing/ publicity assistance
Development of performance measures	Provided research or best practices	Use of Foundation facilities
	Provided seminars/forums/ convenings	Staff/management training



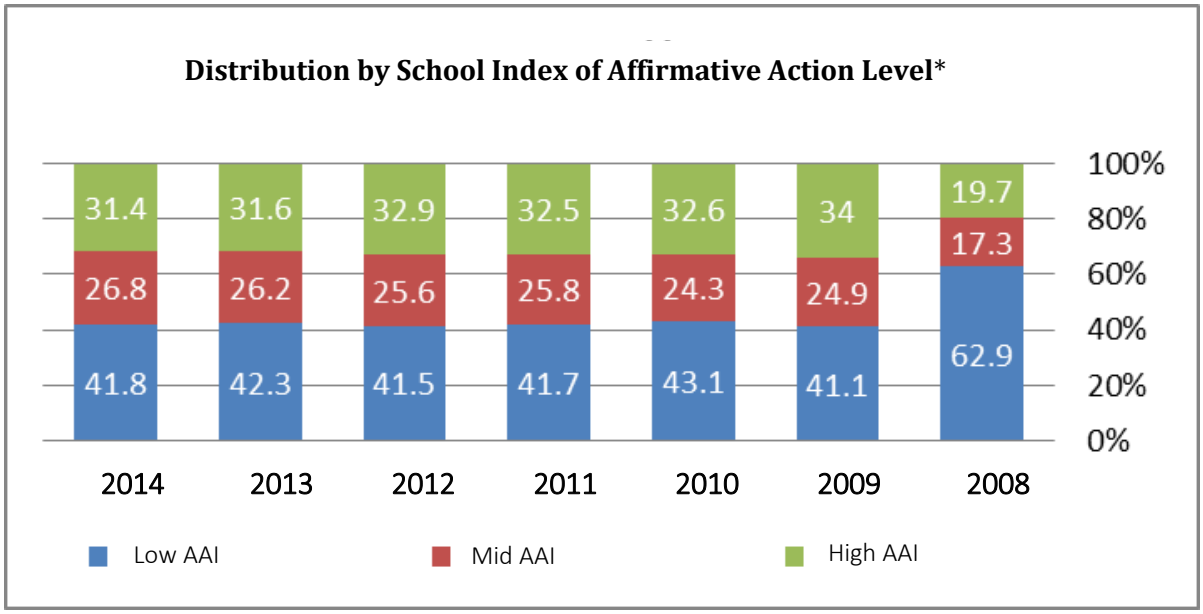
E: Top & Bottom 5 Comparative Ratings

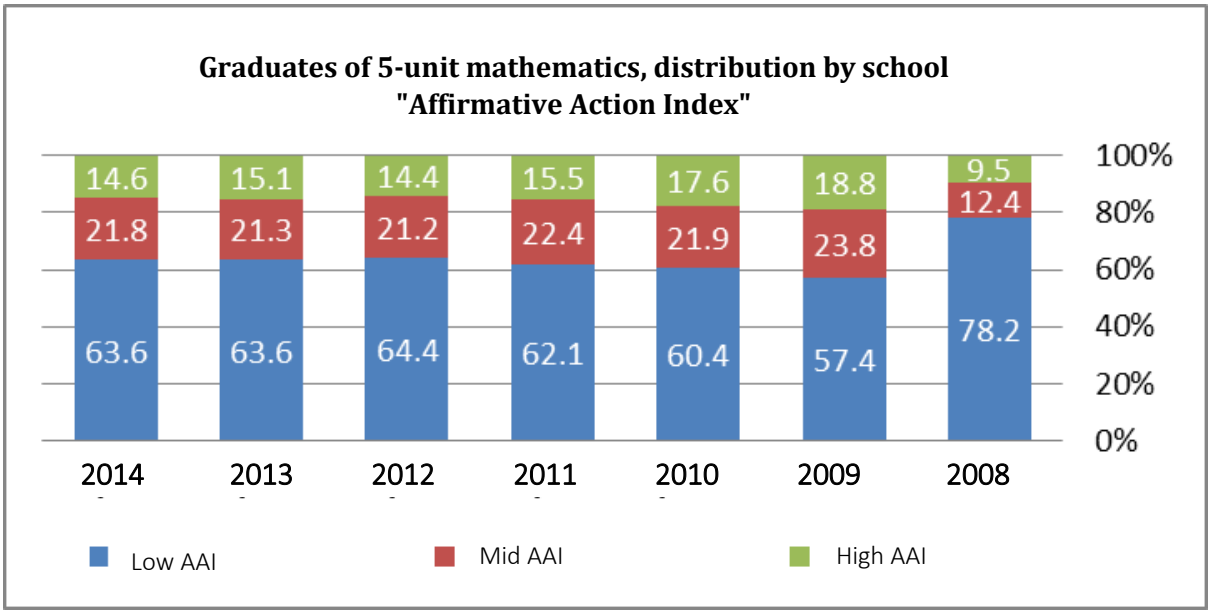
Top 5 Comparative Ratings			
Rank	**Measure**	**Percentile Ranking**	**Average Rating**
1	"How clearly has the Foundation communicated its goals and strategy to you?" (1 = Not at all clearly, 7 = Extremely clearly)	97	6.34
2	"How involved was Foundation staff in the development of your grant proposal?" (1 = No involvement, 7 = Substantial involvement)	95	5.08
3	Proportion of grantees that received field-focused or comprehensive assistance	93	40%
4	"To what extent has the Foundation affected public policy in your field?" (1 = Not at all, 7 = Major influence on shaping public policy)"	91	5.42
5	"Overall, how fairly did the Foundation treat you?" (1 = Not at all fairly, 7 = Extremely fairly)	82	6.71
Bottom 5 Comparative Ratings			
Rank	**Measure**	**Percentile Ranking**	**Average Rating**
1	"Overall, how would you rate the Foundation's impact on your organization?" (1 = No impact, 7 = Significant positive impact)	2	5.04
2	"How helpful has the Foundation been to your organization's ability to assess progress towards your organization's goals?" (Not at all helpful, 7 = Extremely helpful)	3	4.35
3	"Overall, how would you rate the Foundation's impact on your field?" (1 = No impact, 7 = Significant positive impact)	7	5.07
4	"Transparency: The Foundation's experiences with what it has tried but has not worked in its past grantmaking." (1 = Not at all transparent, 7 = extremely transparent)	10	4.02
5	"How much, if at all, did the Foundation improve your ability to sustain the work funded by this grant in the future?" (1 = Did not improve ability at all, 7 = Substantially improved ability)	11	4.95

POTENTIAL FOR EXCELLENCE IN THE PERIPHERY – DATA AND TRENDS

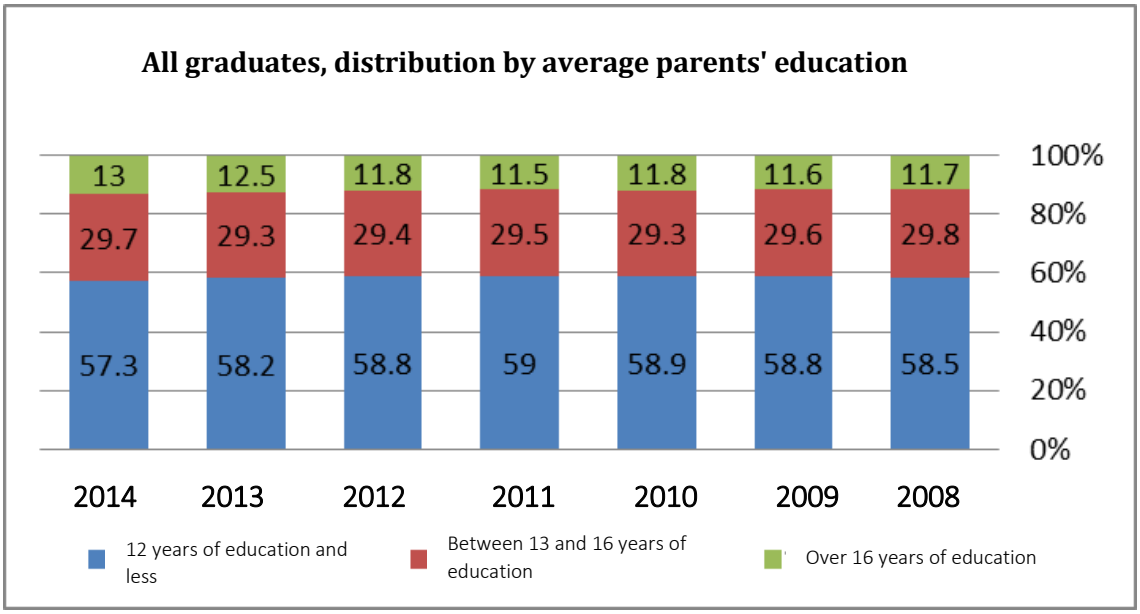
This document brings together data from various sources in order to portray the situation and learn about the potential for excellence in the social and geographic periphery.

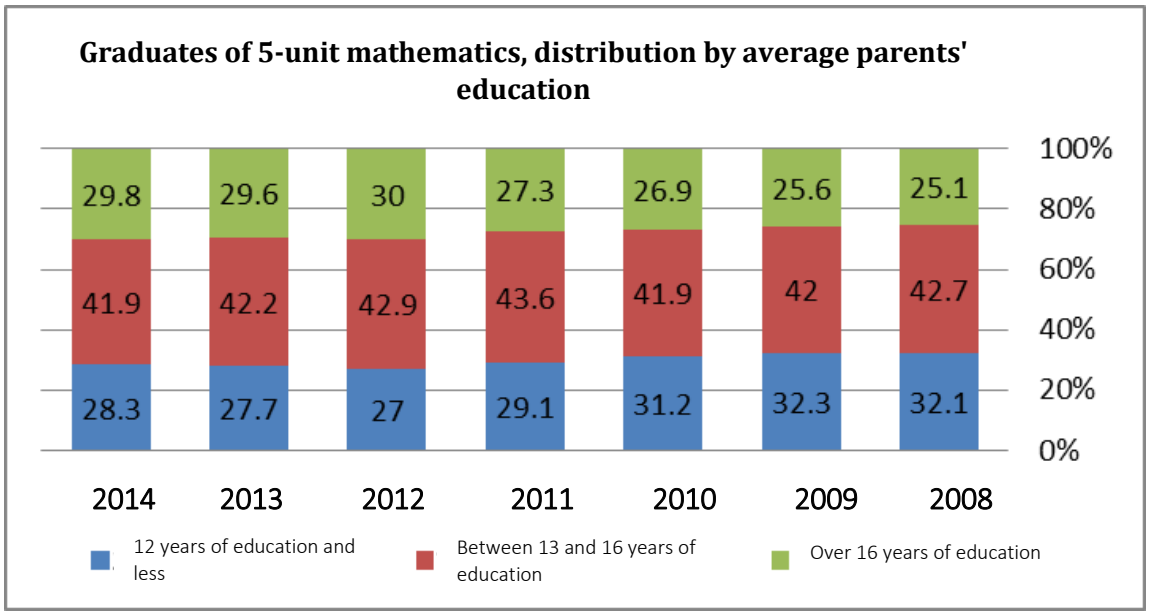
1. Data from Henrietta Szold Institute Report- "Mapping trends in matriculation exam in mathematics" (2014)





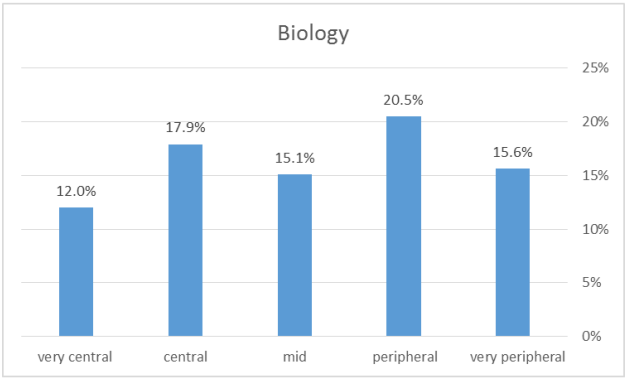
***"Affirmative Action Index"** is divided into three levels as defined by the Ministry of Education.
Low "Affirmative Action Index"= high socioeconomic level;
High "Affirmative Action Index"= low socioeconomic level.
(The method of calculating "Affirmative Action Index" was re-structured in 2008)

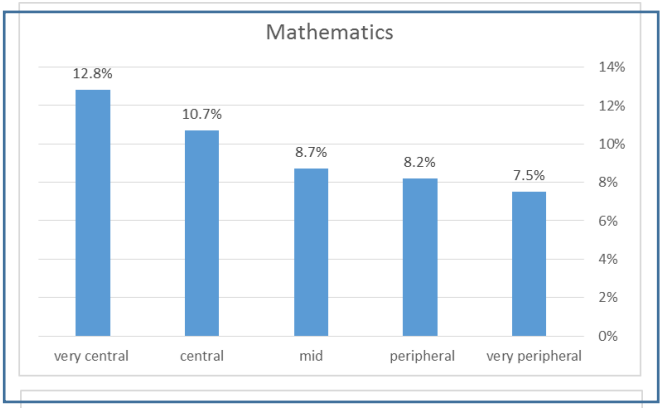

All graduates, distribution by average parents' education
13
12.5
11.8
11.5
11.8
11.6
11.7
29.7
29.3
29.4
29.5
29.3
29.6
29.8
57.3
58.2
58.8
59
58.9
58.8
58.5
100%
80%
60%
40%
20%
0%
2014
2013
2012
2011
2010
2009
2008
12 years of education and less
Between 13 and 16 years of education
Over 16 years of education

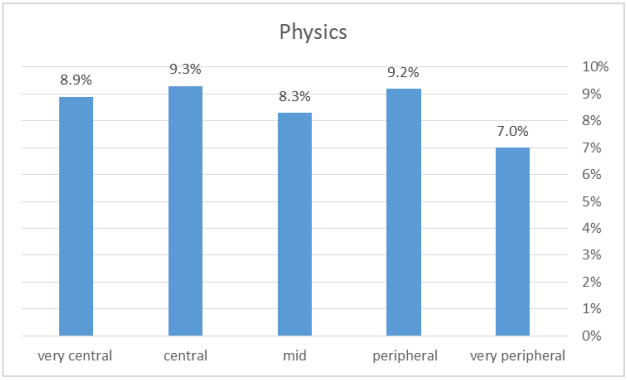

Graduates of 5-unit mathematics, distribution by average parents' education
29.8
29.6
30
27.3
26.9
25.6
25.1
41.9
42.2
42.9
43.6
41.9
42
42.7
28.3
27.7
27
29.1
31.2
32.3
32.1
100%
80%
60%
40%
20%
0%
2014
2013
2012
2011
2010
2009
2008
12 years of education and less
Between 13 and 16 years of education
Over 16 years of education

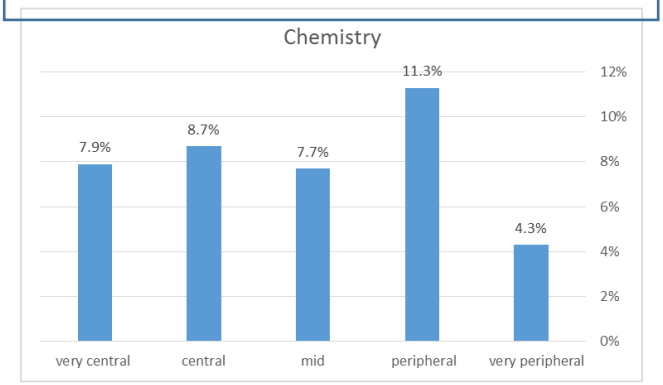
2. Data from Research and Information Center of the Knesset Israel (2014)

Graduates of 5-unit mathematics and sciences, distribution by peripheral level (2012)





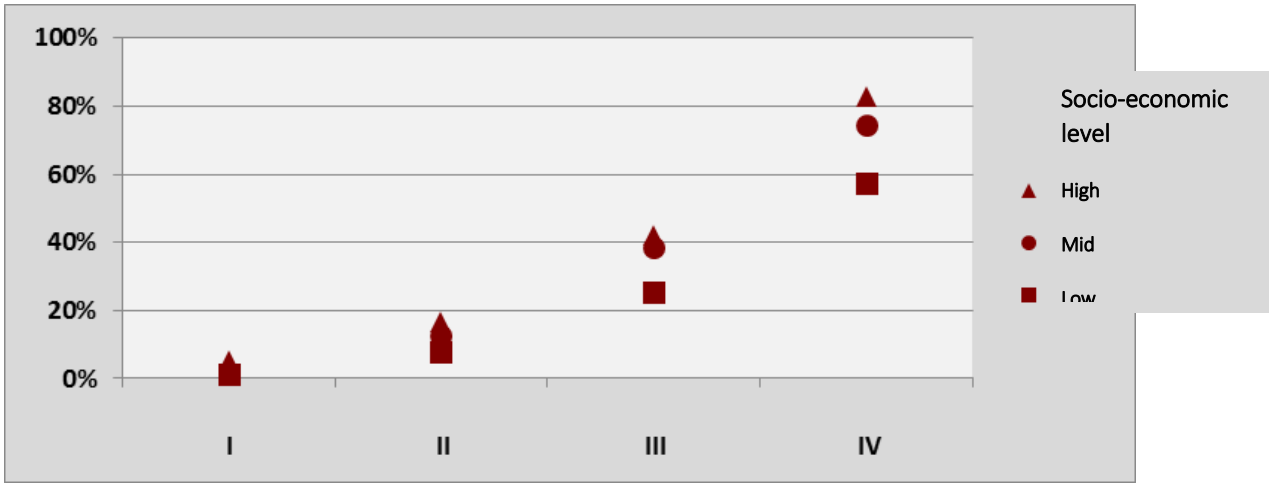




3. Data from 'RAMA' and '5*2 Initiative' Report- "Study of Mathematics in Israel" (2016).

('RAMA' -The National Authority for Measurement and Evaluation in Education)

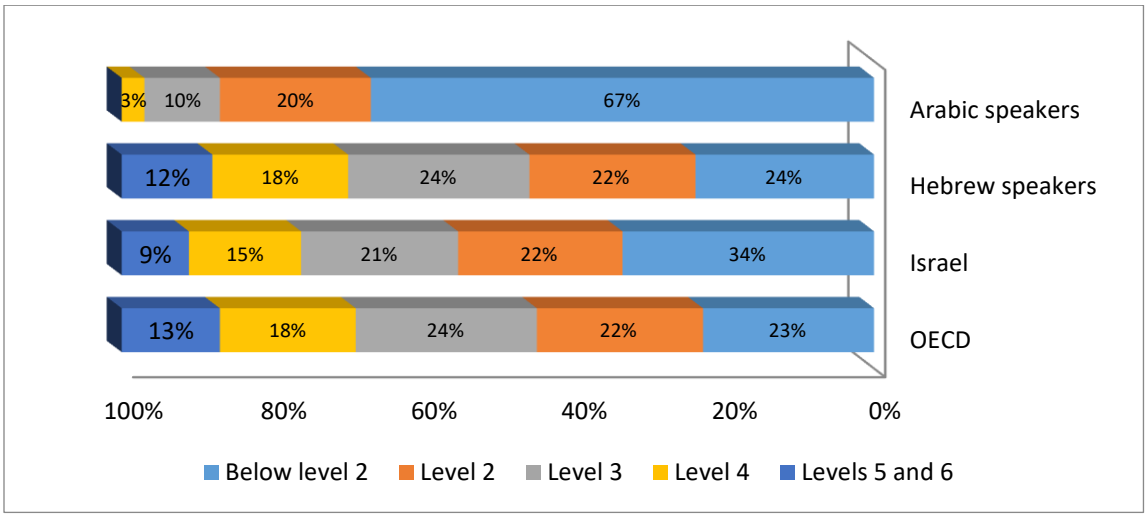
Graduates of 4 and 5-unit mathematics (2014) by MEIZAV test achievements* and socio-economic level



* Meizav achievement tests in 8th grade among a nationally representative sample of students. The Meizav tests are constructed in accordance with the Israeli curriculum using a complex calibration process, which ensures comparability over time.

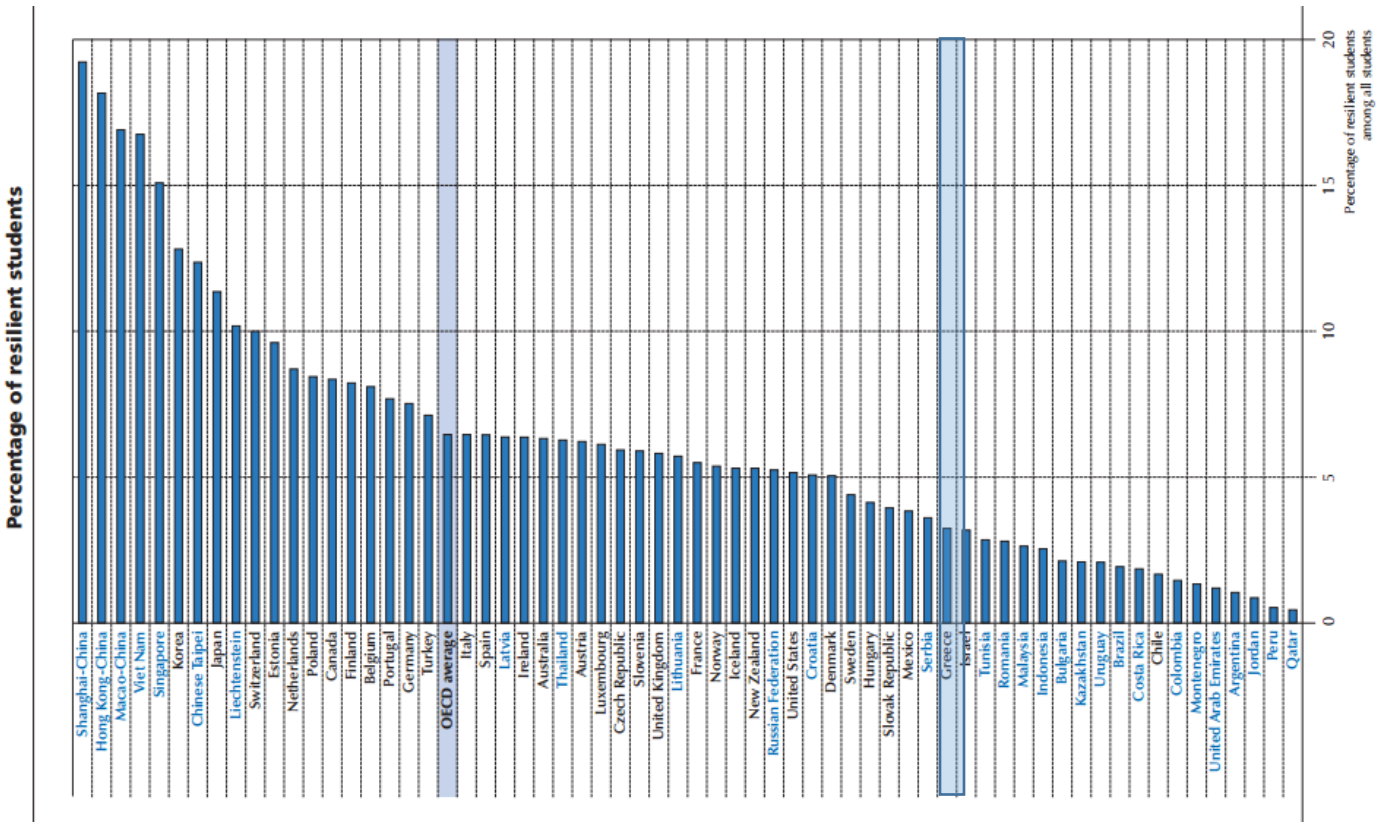
Meitzav Quarter – examinees are divided into four equal groups. The first quarter has the lowest grades and the fourth quarter has the highest grades.

***PISA* -Mathematics literacy levels (Israel, OECD, Hebrew and Arabic speakers, 2012)**



4. Data from OECD website- PISA 2012

Resilient Students – PISA 2012 Mathematics



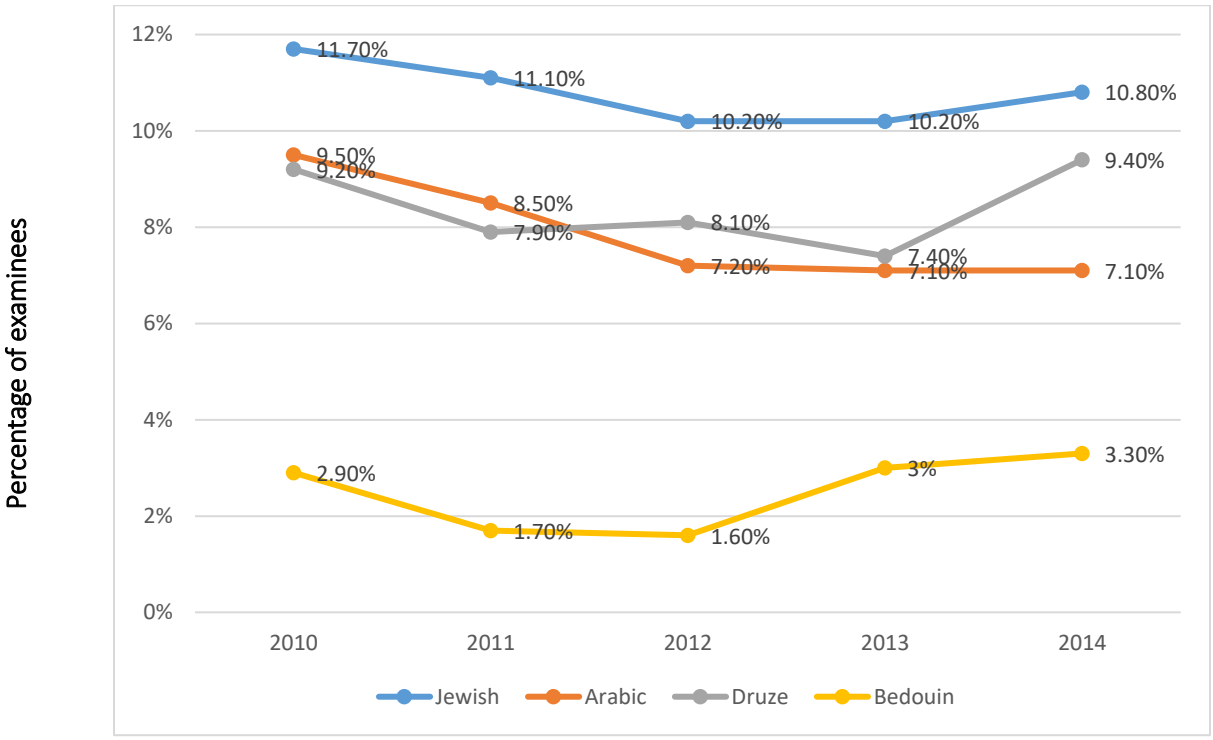
Resilient Students = % of Students who scored at the upper 25% of the mathematics grades, who come from the bottom 25% of socio-economic backgrounds.

5. Data from Henrietta Szold Institute Report- "5-unit mathematics teaching in Arab society" (2016).

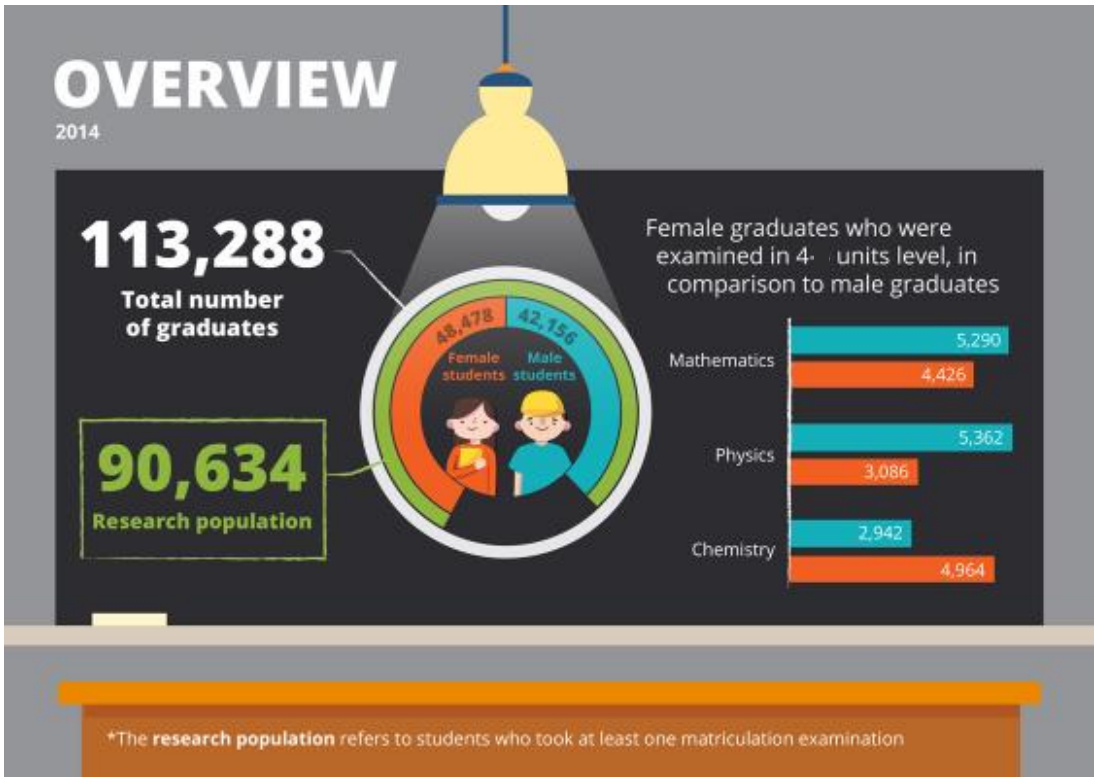
Graduates of 5-unit mathematics distribution by sub-communities (2014)

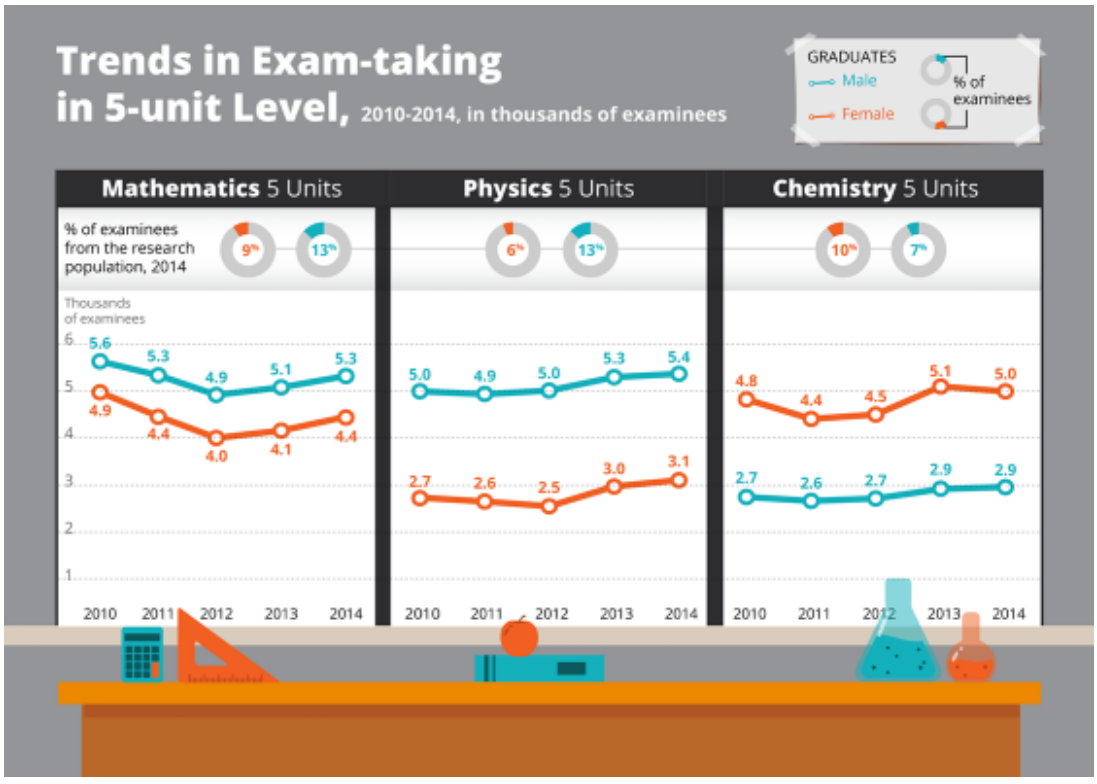
	Number of examinees	Percentage of examinees
Jewish	**8178**	**10.8%**
Arab	**1176**	**7.1%**
Druze	**214**	**9.4%**
Bedouin	**148**	**3.3%**

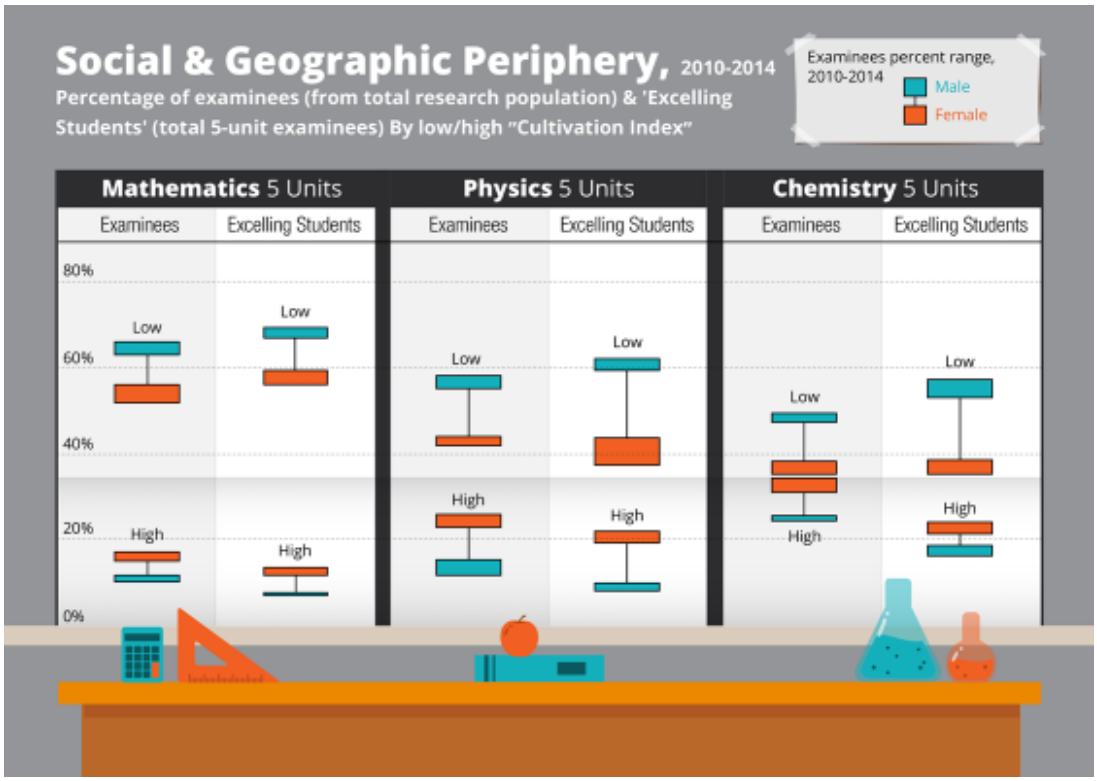
Graduates of 5-unit mathematics distribution by sub-communities

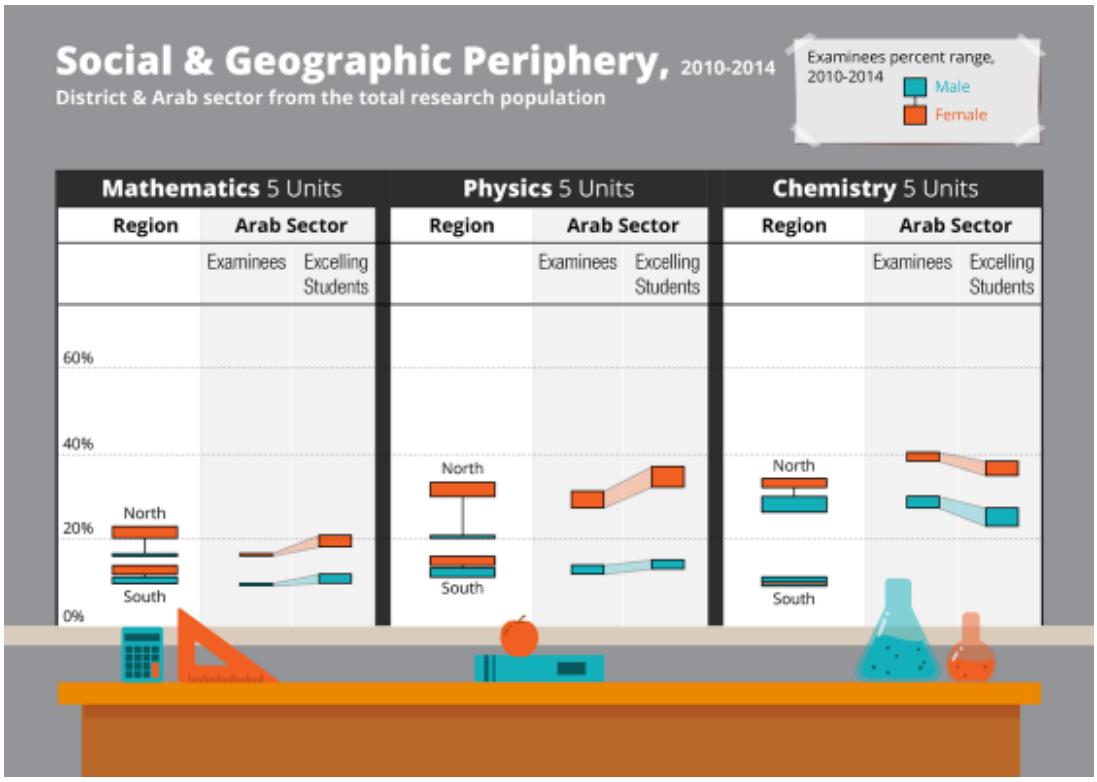


6. Data from Henrietta Szold Institute Report- "The Potential of Female Students to Excel in Mathematics and Science" (2016)



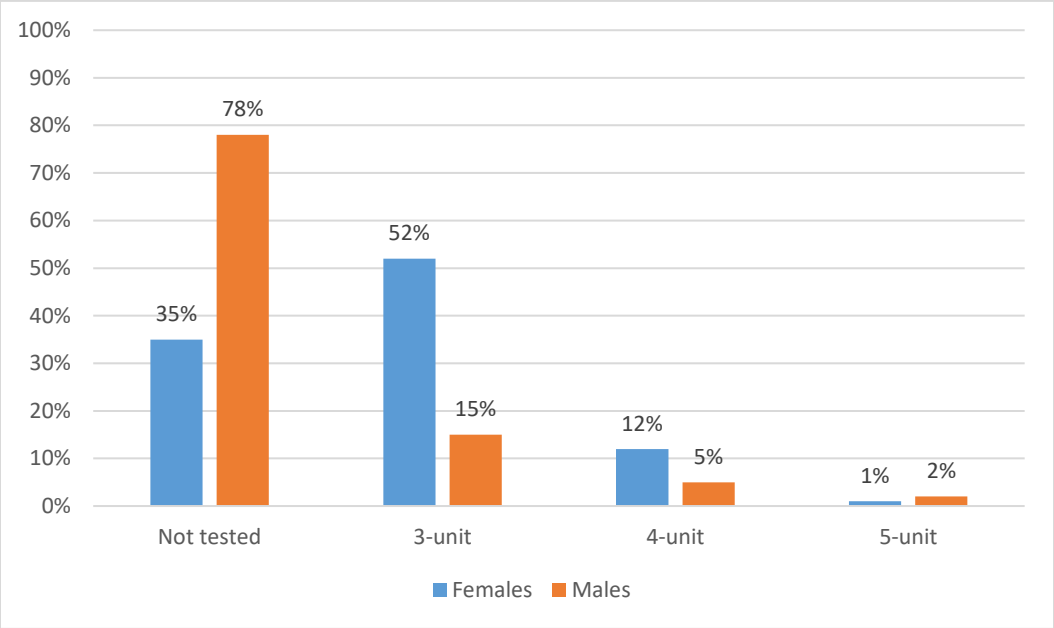



Social & Geographic Periphery, 2010-2014
Percentage of examinees (from total research population) & 'Excelling Students' (total 5-unit examinees) By low/high "Cultivation Index"
Examinees percent range, 2010-2014
Male
Female
Mathematics 5 Units
Physics 5 Units
Chemistry 5 Units
Examinees
Excelling Students
80%
60%
40%
20%
0%
Low
High

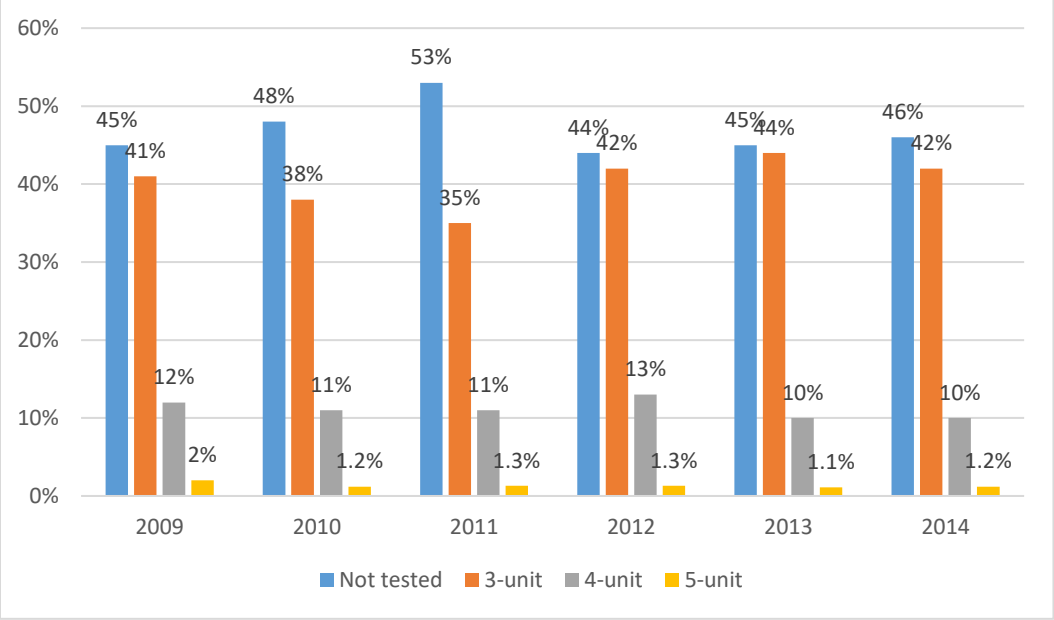

Social & Geographic Periphery, 2010-2014
District & Arab sector from the total research population
Examinees percent range, 2010-2014
Male
Female
Mathematics 5 Units
Physics 5 Units
Chemistry 5 Units
Region
Arab Sector
Examinees
Excelling Students
60%
40%
20%
0%
North
South

7. Data from Samuel Neaman Institute Report- "Developing Excellence in Ultra-Orthodox Education" (2016)

Graduates of mathematics matriculation exams, distribution by gender (ultra-orthodox society, 2014)



Graduates of mathematics matriculation exams, ultra-orthodox society (2009-2014)



HOW IS QUALITY TEACHING PROMOTED AROUND THE WORLD?

REVIEW AND MAPPING

SINGAPORE

National Institute of Education, Nanyang Technological University

http://www.nie.edu.sg/

In Singapore, teacher training and on-the-job professional development, take place in one central institution funded and guided by the Ministry of Education. The National Institute of Education operates within Nanyang Technological University. In 2000, the Institute moved from a traditional academic organizational structure (Departments of Science Education, Physical Education, etc.) to a structure based on the teachers' career stages: Pre-vocational training, professional retraining, and professional development for educational staff, teacher leaders and school principals.

The Institute divides the teacher leaders into three subcategories: Senior teachers, lead teachers and master teachers. This distribution is based on the Teacher Growth Model approach for career development. Based on this approach, there are 5 phases in the teacher's professional development:

1. An independent learner who takes responsibility for his knowledge and skills, and develops his professional abilities as a teacher;
2. Learns together with his teaching colleagues in the professional community;
3. Leads the teachers' learning community in the school and the region;
4. Establishes frameworks and develops tools and methods for teachers' learning;
5. Serves as a policy consultant and as a role model in the professional community and in the public sphere.

For example, the program for 'senior teachers' is intended for teachers with seniority of up to five years in teaching. The program takes 10 weeks and it includes evaluation methods, pedagogical support, leading a staff and integrating information and communications technology methods. Following the program they go back to teach in the school and for half a year, where they perform a group research project together with the other teachers in the school, and present it to their colleagues at the Institute.

AUSTRALIA (QUEENSLAND)

Queensland is a state in northeastern Australia with over 4 million citizens. Following a drop in educational achievements and increasing gaps, the Ministry of Education developed and implemented a strategic plan with the goal of increasing academic achievements and reducing gaps by the year 2020. One of the program's pillars is the teachers' professional

development program, called: “Excellent teachers = High achievements”. The program was budgeted at 535 million Australian dollars as a supplementary budget for four-year schools.

This included the following:

- Establishment of 6 Teacher Education Centers for Excellence, which combine a group of schools accompanied by academic institutions. The Centers allow for teaching apprentices to practice teaching in schools with close support from excellent teachers (one of the Centers specializes in teaching mathematics and science);
- A pedagogical support program for new teachers, which is allocated to the schools and operated at the school principal's discretion. Each new teacher receives 72 hours of support, and the supporting teacher is released from teaching hours (and receives short training in a course or online).
- Creation of a new position - “master teacher”, with the purpose of leading teachers in the school or in a group of schools. The teacher does not teach in a classroom while serving in this position. He receives professional support from central expertise centers. 135 million Australian dollars were allocated to pay wages and to support 300 master teachers. Negotiations are presently taking place with the teachers union in order to expand the program.

GREAT BRITAIN

Maths Hubs

http://www.mathshubs.org.uk/

Mathematics and science teaching in Britain is separate from the professional development and career path of other teachers in the system.

Since 1998, the position of 'advanced skills teacher' was added to the system, with the purpose of promoting teacher learning in schools and in the region. In order to be selected for the position the teacher must comply with 28 components of the excellent teacher standard. The wage is on the same level as school principals and there are no defined work hours for teachers at this level.

When it comes to mathematics teaching, there is traditionally a position of a school 'maths lead'. However, after a harsh public report in 2004, the National Centre for Excellence in the Teaching of Mathematics was established in order to promote this field on the national and regional levels. The Centre serves as a consortium between academic bodies and educational organizations and its annual budget from the Ministry of Education is about £ 20 million. In its early years it functioned as a professional mediator between training and professional development institutions and the districts and schools, defined standards for training and professional development, encouraged cooperation and distributed information.

Since 2008, the Centre changed its mode of operation, shifting its primary focus to establishing and operating Maths Hubs. Based on a Chinese model, 35 regional hubs were established covering the entire education system in Great Britain. Each hub is responsible for schools and academic expertise centers and other institutions from the region. The hubs are

responsible for training teachers, developing master teachers for leading positions, professional training and operating professional teachers' forums.

There is increasing criticism that these hubs are "disconnected" from the school work, since the activities bypass the school principal and prioritize the central agenda of the Ministry of Education and academic bodies, and they are conducted outside of school with each hub responsible for too many teachers (in Great Britain there are 22,000 schools). At this time, there is a new tender (with a scope of £ 5 million per year) for the management and support of the Hubs.

NEW ZEALAND

In 2013, New Zealand appointed a committee to examine the future of teacher professional development in the country. The committee recommended establishing a National Centre for Professional Development for teachers in the Ministry of Education, along with academic institutions, the teachers unions and others. A governing council will be established for the Centre in order to represent the partners at the Centre and it will be headed by a respected personality from the education field. The Centre will develop professional development standards, will examine and instill innovative tools and will grant accreditation to professional development suppliers.

Following the committee's report, a decision was made to change the way teachers' professional development is conducted, while transferring the center of gravity to professional teacher forums and the schools. The change that is now beginning will include the following components:

- Up until this point, varied content could be proposed for teachers. Now most of the resources and effort will be directed towards areas of national priority: mathematics, sciences, reading and computer literacy.
- The bodies that can order professional development programs are: schools and professional teachers learning forums.
- The moderators of the learning are selected by the ordering party out of a database of learning moderators who will receive authorization and accreditation from the Ministry of Education.

CANADA – PROVINCE OF ONTARIO

The Province of Ontario, Canada has about 5,000 schools and is considered one of the most successful education systems in the world. Nevertheless, over the last few years there has been a general drop in achievements. The education leaders in Ontario noticed that the progress in terms of achievements did not reach the field of mathematics, especially on the excellence levels. As such, in 2016 the province's Ministry of Education decided to invest 60 million Canadian dollars in a program to strengthen mathematics teaching. The program includes personal support for the high school principals so they can implement processes to improve mathematics teaching in their schools, as well as the appointment of three leading mathematics teachers in each elementary school. The expertise centers offer training, seminars and forums for principals and teachers, as well as mathematics enrichment courses.

At the same time, regardless of the national mathematics program, the Ministry of Education is taking steps to improve the teachers' professional development. Following a report of a public committee about a decade ago, they began to implement a series of steps. For example, recently they began a Teacher Learning and Leadership Program. The program reaches out to teachers and asks them to offer a one-year program in school. A central committee selects the winning teachers and they receive funding for a year, as well as support. At the end of the year, they present the outcomes of the project at a large conference attended by leading decision makers and researchers.

USA

National Board for Professional Teaching Standards

http://www.nbpts.org/

The Institute was established in 1987 as an initiative of Prof. Lee Shulman and Jim Hunt, Governor of North Carolina. The groundbreaking step was intended to create a cadre of leading teachers who would lead the building of professionalism in the teaching field, while relying on the teachers' practical experience. The organization grants certification based on quality teaching standards developed for teachers that undergo an extensive process of documentation and analysis of their teaching and its evaluation by a committee of experts comprised primarily of teachers. The process is voluntary and the certification gives them professional honor and respect, with some states and cities in the US giving priority to teachers with the advanced certificate when accepting them for work and granting salary raises.

Teacher Practice Networks

https://tpn.wested.org/

A re-granting program of the Bill and Melinda Gates Foundation in cooperation with the WestEd education organization. Its purpose is to support educational organizations that help teachers establish teachers' learning forums intended to promote learning-focused teaching to advance student achievements. Currently, about 30 organizations across the US support it, especially in the areas of math and English teaching. The network defines common standards and encourages a professional dialogue and cooperation between organizations that receive funding from it.

Math for America

http://www.mathforamerica.org/

A program of the Simons Foundation that began with a focus on training new teachers and has shifted its center of gravity over the years to professional development of master teachers. This is a 4-year fellowship program, including a generous scholarship, in which the teachers meet regularly for learning, seminars, courses and conferences. The graduates of the

program join a permanent alumni network. The program began in New York and has expanded over the years to Los Angeles, Boston, Washington and more.

Teach to Lead

http://teachtolead.org/

An initiative of the American Department of Education, in collaboration with the NBPTS and others, with an objective of establishing a movement of leading teachers across the US. The movement that began operation over the last year holds a series of regional conferences that are intended for leading teachers in their region. The conferences include in-depth professional discussions, attended by leading education personalities, but unlike other conferences, the agenda is built and led by teachers. The purpose of the activity is to create momentum, to build the teachers' professional confidence and self-confidence, and give them a more significant place in the professional decision-making processes.

POLICY FOR EDUCATING TEACHERS AND THE ESTABLISHMENT OF AN INSTITUTE FOR ADVANCED TEACHING

Preliminary Working Paper

THE NEED

In order to expand the circle of excellence in the fields of mathematics and physics in Israel, and to help many students who are ready for this challenge to succeed in their studies, there is a need for **high-quality teaching**. This teaching must believe in the students; provide an individual response adapted to their capabilities, difficulties, thought process, and pace of learning; and provide them with constructive and reinforcing feedback.

BACKGROUND

Countries around the world that are successful in education invest mainly in teachers and in educating teachers. This focus comes after attempts to create change solely through making adjustments to the system surrounding the classrooms, and follows numerous studies which show that the quality of teaching is the most influential factor in the classroom when it comes to affecting student achievement.

This direction is not only about financial investment in teachers, but also about changing the face of the teaching profession. Key education systems have managed to transform the teaching profession from an "assembly line" into a clinical field of expertise, and bring the "teaching of material" to teaching that focuses on the student's learning.

Clinical professions have a strong appeal and are characterized by commitment, defining objectives, an individual plan, diagnosis, monitoring, and feedback. Clinicians work together to develop professionalism from the inside, as part of a professional community, through mutual consultation, sharing, group learning, practical specialization, and professional supervision and coaching.

High-quality teaching, including the above-mentioned features, is a key component for all subjects and at all stages of education. However, in mathematics and science it plays a particularly important role, since these are fields whose study demands training, practice, and perseverance, combined with a high level of understanding, in-depth study, and application.

These are abstract subjects that are perceived as difficult both for learners and for teachers, in which knowledge and skills are developed simultaneously. As a result differences between students in terms of knowledge, difficulties, way of thinking, and pace are particularly evident in these fields. The teacher's ability to encourage many of the students, alongside learning, perseverance, and success, constitutes a unique task.

THE PROFESSIONAL COMMUNITY

The main framework in which clinical professions are developed and perfected is the professional community. This contrasts with "industrial" professions, in which professional knowledge is imported and imposed from the outside in the form of guidelines, procedures, training manuals, and in-service training.

The professional community is based on the assumption that the relevant knowledge lies in the practical experiences of professionals in the field. Accordingly, this experience should be documented, analyzed, and transformed into shared knowledge. The community is the intimate space in which professionals share and analyze their activities, discuss dilemmas, and receive feedback as part of a cycle of constant improvement.

In the educational field, a professional community is defined by its focus on the student's learning and on adapting teaching to the individual student's abilities, difficulties, thought process, and pace of progress. On a profound level, the members of the community perceive themselves as jointly responsible for the learning progress of the students taught by all the participants in the community.

In order to open the classroom door and bring the students' learning for discussion in the community, the students' work is documented, diagnostic findings are processed, and the course of the lesson is recorded. Peer observations and pedagogical supervision are part of the routine work of the community.

The teachers' professional community is a platform that works on a systematic and ongoing basis as an integral component in the working routine. This enables the teachers to learn together through action, to improve their skills, and to build their professionalism together and from the inside.

THE CURRENT REALITY

The usual form of professional development for teachers in the Israeli education system is through lectures, courses, in-service training, and workshops run by external experts. In recent years, however, and particularly in the field of mathematics and sciences, teacher communities have begun to develop and operate. Hundreds of teachers around Israel are now active in these communities, employing diverse operating models. There are regional communities supervised by an academic or other body, as well as citywide or school communities, some of which operate independently.

The cumulative experience in the work of these communities suggests that many teachers are voting with their feet. They come to the communities regularly, and report that they find them to be a unique, intimate, authentic, and professional environment for development.

However, the communities have not yet set down firm roots, for three main reasons:

A. The communities have not yet fully integrated tools and methods for the documentation, diagnosis, and adaptation of learning and teaching enabling them to engage in focused and systemic discussion of students' learning. **Development** takes place separately in various organizations, is at varying stages of progress, and only enters the communities slowly.

B. The **operation** of the communities is still based on the localized allocation of training days by the Ministry of Education and on philanthropic grants, which are inevitably

short term. No permanent frameworks have been determined for funding the participating teachers, lead teachers, and a supporting/supervising body.

C. Policy has yet to be developed enabling the **formalization** of the communities' activities in the education system as an integral part of routine work. Structural changes to teachers' work as part of salary agreements and central policy did not take the communities' work into account.

THE FUTURE PICTURE

Learning and action by mathematics and science teachers in high schools will be intertwined in order to improve the individual response provided for every student. This connection will be developed through professional communities of teachers in which action fuels learning and learning improves action.

Within the school community, teachers will maintain a routine of learning during the course of action, the supervision of new teachers by veterans, and the provision of feedback. In the regional community, teachers will engage in in-depth discussion of common problems, be exposed to various solutions, and share their practical experience with their peers.

In order to develop, grow, facilitate, and formalize the activities of professional communities of teachers in the fields of mathematics and science, and to make these communities a vital and central component in the work culture of the teaching profession, a partnership will be established including the Ministry of Education, a leading educational body, and a philanthropic foundation.

<u>The Ministry of Education will:</u>

- Define policy for the professional development of teachers, including a role and function for communities and for pedagogic supervision
- Regulate the ongoing activities of the communities within the working routine of teachers and in the system
- Finance the activities of the communities and pedagogic supervision on an ongoing and permanent basis (facilitators, participants, and the supervisory body)
- Budget the activities of an Institute for Advanced Teaching on a permanent basis

<u>The educational body will:</u>

- Establish and operate the Institute for Advanced Teaching, which will serve as a professional home for "master teachers" who lead professional communities, collate expertise and development in the fields of high-quality teaching and communities, and serve as the executive body responsible for growing and supervising communities around Israel.

<u>The philanthropic foundation will:</u>

- Fund the establishment and development of the Institute for Advanced Teaching during its first five years

THE NEXT STEP

A joint team will be established within the Mofet Institute to formulate a plan for each of the milestones and the connection between them: policies, resources, arrangements, professional infrastructure, and legal structure. The team will appoint a coordinator and an academic advisor and will submit its recommendations by January 1, 2017.

The team's concluding report will include the following sections:

1. The formulation of a recommended policy outline for learning by mathematics and science teachers in high schools, based on professional communities and instructional coaching.
2. A profiling of the resources needed to implement the policy on a systemic and full basis, including indication of sources and the manner of their operation.
3. A definition of the necessary arrangements and regulation for the activation of regional and school-based teacher communities, including the adjustment of working procedures in the system.
4. Planning the content, functions, target audiences, authorities, and responsibilities of the Institute for Advanced Teaching, including the scope of activities and resources.
5. Preparing a legal structure for the relationship between the partners reflecting the necessary commitments, expectations, and work processes.