



TRUMP FAMILY
FOUNDATION
קרן טראמפ



Advisory Council

November 30 – December 3, 2020

Dear Advisory Council Members,

The first phase of our work completed within seven years. In 2019, the number of five-unit graduates in mathematics reached 19,200, an increase of 116% since 2012. A similar trend is evident in physics and chemistry studies. This result has been made possible through a unique collaborative effort of many partners, in government, academia, the local authorities, the civil society and schools. Teachers were at the heart of this endeavor, leading the way for students while making substantial efforts.

Since 2019, we embarked on the second stage of our roadmap – strengthening the foundations of excellence in middle school. With a new team on board, in the past two years we concentrated on seeding the conditions to expand the opportunities for excellence in the study of mathematics and the sciences in middle schools. Our aim is to help the education system encourage every willing and capable student to learn at advanced levels.

The primary undertaking is the development of new learning material that brings applied mathematics to the center stage. A rich portfolio is now underway, with hundreds of innovative instructional tasks using mathematical reasoning and modelling, algorithms and argumentation that are used by students to solve real life complex problems in a variety of real world contexts. Teachers prepare for teaching these new assignments and schools organize to open special classes where they will be taught.

However, in March 2020 the global COVID-19 pandemic started to spread in Israel, affecting among others the ability of schools to provide an adequate service. Frequent shifts between distance learning and school-based learning pods have practically led the public education system to focus on a basic education package. Under these circumstances, the weight of responsibility for educational continuity is shifting more towards the students, who need to demonstrate exceptional motivation and grit.

For this reason, we have called together once again the Advisory Council. This voluntary panel, which meets every other year, consists of educational professionals and leaders, including outstanding Israeli teachers of mathematics and the sciences. The chair of the council is Professor Lee Shulman. Towards this meeting we have prepared an updated Theory of Change and a set of studies and data. This detailed work is now available for you online as well as in printed form, both in Hebrew and English.

These papers will set the basis for a week of Zoom-based discussions with the foundation's staff and the members of its Board of Directors. Several meetings will be closed and intimate, but many will involve invited guests, as well as interested spectators from among our partners.

We wish everyone a fruitful week and sincerely thank all participants who have spared neither their efforts nor their talents in guiding the foundation on its path. This is not something we take for granted, and we are grateful to you all.

The Trump Foundation staff

The Advisory Council – Zoom Webinar

Time zone: Jerusalem

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Tuesday, Dec. 1	Webinar Link to Tuesday's Discussions 	
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7:20-8:20 p.m.	Organizing for Excellence	12-13
Wednesday, Dec. 2	Webinar Link to Wednesday's Discussions 	
6:00-7:00 p.m.	The National Curriculum	14-15
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2020 Advisory Council Members

1. Lee **SHULMAN** (Chairperson). President Emeritus of the Carnegie Foundation for the Advancement of Teaching and Past President of the US National Academy of Education.
2. Michal **BELLER**. President of Levinsky College of Education; founder and former executive director of the National Authority for Measurement and Evaluation in Education (RAMA).
3. Yossi **BAIDATZ**. CEO of the Center for Educational Technology (CET); General (Res.) in the IDF, former commander of the Military Academies and of research for the Military Intelligence.
4. Peggy **BROOKINS**. President of the US National Board for Professional Teaching Standards, formerly a school principal and a mathematics teacher.
5. Magdoleen **HIZRAN**. A middle school teacher and department head of mathematics at a Druze school in the village of Yarka. Winner of the 2019 Trump Master Teacher Award.
6. Marcia **LINN**. Evelyn Lois Corey Professor of Instructional Science, Graduate School of Education, University of California, Berkeley; Member, National Academy of Education.
7. Zbigniew **MARCINIAK**. Former Secretary of State in Ministries of Science and Education, Poland. Led its mathematics teaching reform. Serves as chairperson of the mathematics expert group of PISA.
8. Fatena **MARJIE**. Mathematics teacher, national mathematics instructor for Arabic speaking schools and a leader of PLCs for mathematics teachers.
9. Alik **PALATNIK**. Mathematics education researcher and faculty at the Hebrew University of Jerusalem. Formerly a teacher at the Israeli Air Force College of Technology.
10. Kobi **SHVARZBORD**. Physics teacher and chief district instructor of physics teaching. Laureate of the 2013 Trump Master Teacher Award and currently the chairperson of the Award committee.
11. Niza **SION**. Former national mathematics instructor for middle schools at the Ministry of Education.
12. Dalit **STAUBER**. Former Director General of the Ministry of Education and Director of its Tel Aviv District. Currently a member of the faculty of the Ono Academic College.
13. Anna **VAKNIN**. Head of mathematics studies, Amal pedagogical division. Teacher mentor and leader of teachers' mathematics learning communities in middle schools and high schools.

In addition, we will be joined by the members of the foundation's **Board of Directors**:

Eddy **SHALEV**, Chairperson. Founder & managing partner of Genesis Partners, Shalev is a founding leader of Israel's venture capital industry. He has played a key role in the high-tech sector, including in Fundtech, Paradigm Geophysical and Orbot Instruments, and is currently a director of Aternity, Profitect and WorkLight. Shalev is also chair of the Endowment Subcommittee at Beit Issie Shapiro. He holds an MSc in Information Systems and a BA in statistics and psychology from Tel Aviv University.

Toby **BERNSTEIN**. Businessman in retail and manufacture, has specialized in the clothing and furniture industries across South Africa. He was a partner of Canvas and Tent, a world leader in the manufacture and trading of canvas-related products. Today Bernstein is involved with Walk-in-25, a community development company aiming to uplift and empower communities and revive local economies in townships as well as rural areas of South Africa.

Caron **BIELSKI**. CEO and founder BSP Funds, a research and investment company providing advisory and marketing services of hedge fund portfolios and fund of funds. Previously co-founder and managing director of B.A.I.N., a software company specializing in product data management systems. Bielski currently serves as the chairperson of the board of Beit Issie Shapiro and board member of Women's Voices Now. She earned her B.A. in Social Work from the University of Witwatersrand, Johannesburg and an Executive M.B.A from the Kellogg, Northwestern University / Recanati Program at Tel Aviv University.

Charles **FREEDMAN**. Adjunct research professor in the department of economics at Carleton University. Freedman worked for the Bank of Canada for 30 years, the last fifteen years of which he served as deputy governor. Subsequently, he was a consultant for the International Monetary Fund, served as director and chair of the audit committee of the Canadian Depository for Securities Limited and was a member of the Board of Governors of Carleton University. Freedman has a BCom from the University of Toronto, a B.A. (Hon.) and M.A. from Oxford University, and a Ph.D. in Economics from MIT.

Progress Report

Introduction and status update

November 30, 2020, 6:00–6:30 p.m.

In 2019, we embarked on a [New Roadmap for Middle Schools](#). We identified excellence in mathematics and its applications in the sciences as a ladder by which many students would be able to climb up to higher levels of performance. We formulated a collaborative program which goal is to open the door to as many students that are ready to take on the challenge of excellence in middle school.

At a first stage, universities and education organizations began to develop a rich database of challenging instructional tasks. These tasks, which derive their content from real life contexts, articulate high order applied mathematical thinking. Together with excellent teachers, professional learning communities are now established, where teachers are adapting their instructional methods to suit the new tasks.

In parallel, local authorities, school networks and education districts are opening additional excellence classes in middle school where these new materials are integrated. In discussions with the professional ranks at the Ministry of Education and with a broad coalition of partners, cautious steps are underway to raise the level of applied mathematical thinking in the formal curriculum.

Now, after two years of work, with the Pandemic still around, the foundation's International Advisory Council will convene via Zoom. The Council will analyze the progress, discuss changes stemming from the COVID-19 crisis, identify opportunities and assist us in addressing the challenges. The Council's meetings will be open to all of our partners and critics in order to encourage joint dialogue and provide feedback, critiques and insights for improvement.

Questions for discussion

1. Are we on the right path to achieve the roadmap's goals?
2. How should we address current and forthcoming hurdles and opportunities?
3. Have we created sufficient capacity and relations for the years ahead?

Background material

In preparation for the discussion, it is recommended to read the '[2021 Update](#)' of the foundation and [background materials](#) prepared especially for this meeting.



Challenging Instructional Material

Insights following the development of modeling and reasoning tasks

November 30, 2020, 6:30-7:30 p.m.

Around the world, the ability to use mathematics is defined as one of the goals of the curriculum. Therefore, in addition to imparting knowledge and techniques, the learning materials in many countries include complex problem solving and the use of mathematical modeling and reasoning. The underlying pedagogical concept for this combination is expressed in the [PISA 2021 Mathematics Framework](#).

However in Israel, a mapping of the learning materials generally used in middle school, commissioned by the foundation, revealed that materials combining abstract and applied thinking barely exist and seldom reach the classrooms. Therefore, our primary effort during the past two years has focused on developing such instructional materials and diagnostic tools inspired by the PISA framework.

To date, development has taken place on two tracks: mathematics lessons that involve context-based tasks and advanced mathematical modeling in science classes. Up to this point, the foundation has approved grants for 13 such programs that are developing 440 new tasks (340 for mathematics lessons and 100 for science lessons). The development process is being executed along with teams of teachers who are trying out the tasks in their classrooms.

Wider implementation is slated to begin soon, with the hope of eliciting feedback that will help improve the materials and tools and make them more precise. Additional development will complement fields of knowledge that are still missing in our portfolio and on adapting the tasks for distance instruction, and harnessing digital tools for self-learning.

Questions for discussion

1. What lessons and insights emerge from the development to date? Is the combination of mathematical knowledge and real-life contexts successful? What are the difficulties?
2. Do the tasks being developed sufficiently cover the mathematical content of the curriculum and the range of relevant real-life contexts?
3. To what extent are the materials that have been developed adapted to distance teaching and self-learning?

Participants

1. Yaniv **BITON**, Head of Mathematics Department, the Center for Educational Technology
2. Shlomit **DAVIDOVITZ**, Central District Instructor of Mathematics Teaching, Ministry of Education
3. Alex **FRIEDLANDER**, Researcher, the Department of Science Teaching, the Weizmann Institute of Science
4. Zehavit **KOHEN**, Researcher, Faculty of Education in Science and Technology, the Technion
5. Gali **SHIMONI**, Head of Mathematics Department, the Israel Center for Excellence through Education
6. Anat **YARDEN**, Head of the Department of Science Teaching, the Weizmann Institute of Science

Background material for the discussion

In preparation for the discussion, it is recommended to read the '[2021 Update](#)' of the foundation and [background materials](#) prepared especially for this meeting.



Focus on Learning

Pedagogical implications of the COVID-19 crisis on learning

November 30, 2020, 7:50-8:50 p.m.

The COVID-19 crisis creates challenges as well as opportunities for education. On the one hand, public education is shrinking and the gaps between students are widening. On the other hand, the traditional divisions between teacher and students, between formal and informal education, and between hours of study and free time are blurring. All these call for a shift of balance between teacher-mediated instruction towards more self-learning regulated by the student.

However, in the home environment, it is harder for students to maintain their focus on learning. The competition for time and attention are much more challenging than in school. In order to successfully study in such a situation, students need to have personal responsibility and commitment, self-discipline, internal motivation, organizing skills and emotional resilience. These are the same characteristics and skills highlighted in the PISA framework and which they will need in adult life and in the job market.

Therefore, in order for more students to now be able to persevere and deepen their learning, they will need diverse types of platforms, contents, aids and pedagogies – ones which will arouse their interest and curiosity and enable them to cope with complex problems on their own and together with their peers.

Questions for discussion

1. Are middle school students mature enough for long-term self-learning? Will the answer be different for students in excellence classes and for different ethnic communities and localities?
2. What are the conditions for successful self-learning of mathematics and the sciences in middle school? Is it realistic for self-learning to happen at scale, or should we plan to support it with mentoring by an adult and with social learning with friends?
3. Which unique platforms, contents, tools and pedagogies are necessary in order to assist students' self-learning?

Participants

1. Sigal **ATZMON**, Director of Virtual Education, the Center for Educational Technology
2. Kfir **DAMARI**, Co-Founder, SpaceIL
3. Yael **KALI**, Researcher, the Faculty of Education, University of Haifa
4. Dafna **LIFSHITZ**, CEO, Appleseeds Academy
5. Anat **SHOSHANI**, Academic Director of the Maytiv Center for Positive Psychology, Interdisciplinary Center Herzliya

Background material for the discussion

In preparation for the discussion, it is recommended to read the '[2021 Update](#)' of the foundation and [background materials](#) prepared especially for this meeting.



Ambitious Teaching

The perspective of teachers on incorporating modeling and reasoning tasks

December 1, 2020, 6:00–7:00 p.m.

Teachers welcome challenging learning materials that incorporate mathematical modeling and reasoning with increasing enthusiasm. At first glimpse, many teachers expressed concern that the applied dimension will come at the expense of their emphasis on knowledge and technique. However, after trying out the tasks and experiencing the difficulty, they acknowledged both the possibilities and the impediments they will face – those that pertain to their knowledge, skills and time constraints.

During the summer, we were surprised when many more teachers than originally planned, asked to join special training in the use of the new instructional materials. They explained that as teaching and learning shifted to the home environment, they now have an immediate need for interesting and relevant materials to motivate their students. In their view, the new materials meet this requirement, since they offer in-depth learning in real-world contexts.

Therefore, we decided to provide support for the teachers who are now starting to use the new tasks in their classrooms. They have assembled professional learning communities in order to learn from each other and develop expertise together. Our intention is for the communities to expand during the next two years, with an emphasis on making the adaptations necessary for training teachers to support distance, peer and self-learning.

Questions for discussion

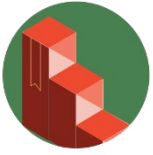
1. To what extent do middle school teachers genuinely identify with the importance of applied mathematics? Are they actually interested in including the new tasks in their lesson plans, at what scope and at which stage of learning?
2. What is level of knowledge and skill necessary for middle school teachers so they can teach the applied tasks? Is there a difference between mathematics teachers and science teachers?
3. Are teacher learning-communities a sufficient platform for PD or is it perhaps desirable and possible to use additional vehicles?
4. What are the implications of the COVID-19 crisis for making in-depth use of applied tasks, and how do instructional methods change to suit self- and peer learning?

Participants

1. Sigal **BEN NETANEL**, Southern District Instructor of Mathematics Teaching, Ministry of Education
2. Sarit **BITTON**, Superintendent of Mathematics Teaching in Middle Schools, Ministry of Education
3. Ron **BLONDER**, Head of the Chemistry Group, Department of Science Teaching, the Weizmann Institute of Science
4. Einat **HEYD-METZUYANIM**, Mathematics Education researcher, Faculty of Education in Technology and Science, the Technion
5. Roza **LEIKIN**, Dean, Faculty of Education, University of Haifa

Background material for the discussion

In preparation for the discussion, it is recommended to read the '[2021 Update](#)' of the foundation and [background materials](#) prepared especially for this meeting.



Organizing for Excellence

Opening additional excellence classes - insights from the field

December 1, 2020, 7:20-8:20 p.m.

The aim of the new instructional tasks and the well-trained teachers is to enable more students to study at a level of excellence in middle school. Toward realizing this goal, we have been collaborating with the local authorities, the school networks and the education districts so that they open additional excellence classes. The participating schools provide each such class with supplementary weekly hours, dedicated to enhance and enrich the study of mathematics and the sciences.

During this process, we have found out that our partners in schools and local authorities are driven by a motivation to expand their potential for five units. They respond to the growing demand and fear that if they are unable to provide the top performing student with high level of teaching, they would seek to move to regional magnet schools. Therefore, the schools wish to capture these students, promising them a secure track to the five-unit class in high school. They are less concerned whether the focus of learning is on applied mathematics, or how closely it corresponds to PISA.

As a result of COVID-19 and the governmental budget crisis, we are currently noticing that it becomes more difficult for schools and local authorities to dedicate additional teaching hours to the excellence classes. They are coping with frequent school openings and closings and with health and logistics measures. Nevertheless, even under these circumstances, some of them come up with creative ideas for opening new classes and tracks using a range of models: regional, municipal, online and hybrid.

Questions for discussion

1. How do schools accept the new applied tasks? Do they perceive it as merely an external requirement? Else, do they genuinely identify with the need? What sort of dialogue and discourse will ensure their buy in?
2. What are the lessons learned from the opening of new excellence classes? What were the steps and resources dedicated, and is there a need for further systemic support?
3. How might the barriers of COVID-19 be mitigated? Is it adequate at this point for the foundation to encourage innovative solutions?

Participants

1. Aliza **BILLU**, School Principal, ORT Guttman Middle School, Netanya
2. Mati **BILU**, School Principal, Amal Ramot Multidisciplinary School, Beer Sheva
3. Aliza **BLOCH**, Mayor, Beit Shemesh
4. Shlomi **DAHAN**, Head of Education Department, Hadera
5. Gilat **SIMON**, Head of Secondary Education Department, Netanya
6. Mahmoud **ZOHDI**, Head of Education Department, Umm al-Fahm

Background material for the discussion

In preparation for the discussion, it is recommended to read the '[2021 Update](#)' of the foundation and [background materials](#) prepared especially for this meeting.



The National Curriculum

Mathematical modeling and reasoning and the mathematics curriculum

December 2, 2020, 6:00–7:00 p.m.

In our 2018 roadmap, we stated that 'since the mathematics curriculum allows for the integration of high-level mathematical modeling and reasoning, we assume that the integration of new tasks will be welcomed'. The document pointed recent changes in the national curriculum that focused on elevating the levels of thinking and comprehension, therefore we were reassured that the time is ripe for introducing the applied skills.

In reality, we witnessed a more complex situation. Applying mathematics in real world contexts, which is articulated as a goal in many national curricula, is not so straightforward in Israel. Teachers are still focusing on knowledge and technique, while policy makers concentrate on closing the gap between middle and high schools and on raising the level of abstract thinking. In the sciences, which are taught in a multidisciplinary fashion, the goal is to expose students to a range of science topics, almost without the use of mathematics.

This being the case, we have begun to target the excellence classes in which there is room for integrating applied content, as part of the supplementary enrichment hours. However, when COVID-19 started, we notice mixed reactions. Some education officials said that enrichment became a luxury for them. Teachers however were suddenly drawn to the applied content as it helped them to motivate the students. It seems that the Ministry of Education is now taking very careful and measured steps to include some applied content in the curriculum.

Questions for discussion

1. What is the real difference between high-order abstract mathematical thinking and the advanced applied skills? Are they indeed so different? How can a successful equilibrium between the two be reached?
2. What should we be learn from other countries that have defined applied mathematics as part of their curriculum? What have been the achievements and what was the price they had to pay?
3. Is applied mathematics expected to have more curricular weight in the coming years? How should the foundation proceed in light of these assumptions?

Participants

1. Uri **BADER**, Chairman of the Mathematics Curriculum Committee, Ministry of Education
2. Nerit **KATZ**, Chief Superintendent for Mathematics, Ministry of Education
3. Boris **KOICHU**, Head of Mathematics Group, the Department of Science Teaching, the Weizmann Institute of Science
4. Roza **LEIKIN**, Dean, Faculty of Education, University of Haifa
5. Talli **NACHLIELI**, Lecturer in Teacher Training, the Levinsky College of Education
6. Orit **ZASLAVSKY**, Director of the Mathematics Education Program, New York University

Background material for the discussion

In preparation for the discussion, it is recommended to read the '[2021 Update](#)' of the foundation and [background materials](#) prepared especially for this meeting.



Measurement and Evaluation

Tests and diagnostics to measure excellence in mathematics and the sciences

Wednesday, December 2, 2020, 7:20-8:20 p.m.

Middle school is a very “measured” stage in Israel: the national MEITZAV test and the international TIMSS and PISA examinations have been portraying a comprehensive picture of the Israeli system for years. Using diverse methods and administered in different points along the middle school years, these tests presented a mirror. The image was of low, though moderately increasing achievements and very large gaps between high and low achievers, aligned with ethnic and socio-economic divisions.

System tests are therefore very important. They are conducted once every few years with a segment of students taking the test. The results are aggregated into streams, regions, districts and schools, and they are reported to the public after a relatively long time. Their publication typically evokes intense discourse in the media, which creates a dynamic of criticism and a push for improvement.

System tests measure the system; they were not designed to serve as a working tool for teachers and students. They are administered to only a sample of students, they do not provide feedback in real time for the individual student and are not taken into consideration as to determine the future learning path of a particular student. For these purposes other countries use readiness tests and diagnostics tools.

In recent months, following a decision to cancel the MEITZAV tests and to offer alternatives, a planning and development process has commenced. The COVID-19 crisis caused a delay in these efforts, as well as in those that relate to the ministry's chief superintendent tests which schools use in order to place students into study tracks and ability groups.

Questions for discussion

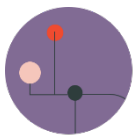
1. How can a diagnostic tool aligned with the PISA framework be incorporated? Should it become a mandatory test, or a voluntarily tool?
2. Is there a need in schools for an individual readiness (knowledge and skills) tool at the end of ninth grade?
3. What is the role for philanthropy in the area of measurement and assessment? What is recommended for the Trump Foundation?

Participants

1. Meirav **ARIELI ATTALI**, Chief Psychometrist, the Center for Educational Technology
2. Eli **EISENBERG**, Former Vice President Research & Development, ORT Network
3. Iman **IAWADIE**, Director of Testing in Arabic, National Authority for Measurement and Evaluation in Education
4. Tzur **KARLITZ**, Head of the Special Projects Unit, the National Institute for Testing and Evaluation
5. Orna **LAVIE**, Head of Secondary Education Development Team, Mathematics Department, the Center for Educational Technology
6. Moti **TAUBIN**, Head of Strategy Department, Ministry of Education

Background material for the discussion

In preparation for the discussion, it is recommended to read the '[2021 Update](#)' of the foundation and [background materials](#) prepared especially for this meeting.



Mobilizing a Social Movement

Public calling to students and parents to choose excellence in middle school

December 3, 2020, 6:00–7:00 p.m.

True to its name, middle school is the transition stage between primary and high school. In primary school, the objective is clear – to learn the fundamentals. The goal in high school is straightforward as well: to prepare for the matriculation examinations. However, what is the purpose of middle school? The answer is still unclear and consequently, middle school is low on the list of priorities, classrooms are crowded, the curriculum is packed, children get lost along the way, and the gaps widen.

On the other hand, middle school children are at an age where they are forming their identity while building skills for their future. It is both a very individual and a very social age where they need the guiding hand of a responsible adult. However, in middle school many parents are less involved, in comparison to the primary school years. When their children arrive in high school, they will typically resume their push and support, but in middle school, they shift into sort of a wait mode.

There are parents and students who are aware of this vacuum. They do not accept the fate of inevitable gaps and search for a prestigious alternative. They find it in special magnet schools that come with admission requirements and they find it within regular schools in special classes and dedicated study tracks. In recent years, such excellence frameworks have begun to sprout, focusing mainly on mathematics and the sciences. However, these are available to only about 15% of the students.

Questions for discussion

1. How can we spark a momentum for students and parents to choose the excellence class option in middle school? What should be the call to action that will propel them?
2. Since there is more than one type of an excellence class, each with various titles and programs, how should we clarify for students and parents the choice at hand?
3. Would it be possible and advisable to articulate specific content that is included in an excellence class (abstract mathematics for university, or applied mathematics for high-tech) or is preferable to dim the difference under the halo of a prestigious track?
4. How does the COVID-19 crisis affect the choice for excellence? What are the challenges and opportunities?

Participants

1. Karin **ALDEA**, Owner, YouTube Channel 'Top Geek'
2. Sagy **BAR**, CEO, Cyber Education Center
3. Oran **HUBERMAN**, CEO, Kayma Labs
4. Karine **NAHON**, Researcher at the Interdisciplinary Center Herzliya and President of the Israel Internet Association
5. Omri **ZERACHOVITZ**, High-Tech Editor and Reporter, Globes

Background material for the discussion

In preparation for the discussion, it is recommended to read the '[2021 Update](#)' of the foundation and [background materials](#) prepared especially for this meeting.



Engaging the Professional Community

Knowledge, learning, documentation, networks and creating a shared language

Thursday, December 3, 2020, 7:20-7:50 p.m.

The use of mathematics by means of modeling and reasoning has been identified by many countries around the world as one of the goals for their middle school mathematics curriculum. Israel is now taking initial steps in this direction while learning from others and from the accumulating experience in Israel. Professional communities of developers, teachers and decision makers are beginning to form around this endeavor, with joint learning taking place in various institutions and networks.

Philanthropy has a role in assisting the development of such professional communities. A foundation can help pool relevant data and gather the experts around it. Since we embarked on our journey in middle school, we have been making efforts to collect data, commission research, analyze surveys and document practice. We are encouraging our partners to hold meetings and workshops, where they jointly discuss the findings, suggest insights and share their practice with each other.

Since the COVID-19 crisis erupted, face-to-face study meetings are not possible. However, with Zoom and the time that is available for now-homebound professionals, it became possible to hold online meetings. During the past few months, many such meetings have taken place among Israeli experts as well as with professionals from high performing countries, such as the Netherlands, Poland, Singapore, Taiwan, and Germany.

Over the next two years, the foundation intends to shift its focus from development to implementation. Therefore, our research and convening activities will concentrate on documenting practice and on shared learning from the field. As the new instructional materials are integrated in new excellence classes, we are planning to set in motion frameworks for cluster evaluation and for discourse among decision makers, developers, teachers, education networks, local authorities and schools.

Questions for discussion

1. What types of documentation and evaluation should we use in shifting toward implementation in schools?
2. Should we focus on cluster evaluation, and how should it be performed in a way that respects and appreciates the differences between programs?

3. How should we use professional networks to increase a sense of shared goal, and as a vehicle to ensure continuity and durability of the programs?

Participants

1. Naama **ASKENAZI**, Learning and Knowledge Management Officer, Yad Hanadiv
2. Tammy **HALAMISH EISENMANN**, Outgoing Director of the Initiative for Applied Education Research, the Israel Academy of Science and Humanities
3. Ido **LEVITA**, Knowledge and Strategy, Maoz
4. Michal **ROM**, Director of Research and Knowledge Development, Sheatufim

Background material for the discussion

In preparation for the discussion, it is recommended to read the '[2021 Update](#)' of the foundation and [background materials](#) prepared especially for this meeting.