

Protocol for Examining Children's Work

- a. Round 1: What do you see? What jumps out at you? What's *not* there? (Observations only, please.) (15 min)
- b. Round 2: What continuities and changes exist in the work, as you look across the years? State what you notice as observations. (These two rounds are separated so that we can *read slowly*.) (15 min)
- c. Now, what questions does this work raise for you? What came to your mind as you examined this work? (Participants might wonder about the process of generating this work, the child, related materials in the educational environment, the circumstances under which the work was carried out, etc. Still no information from the presenting teacher.) (10 min)
- d. Imagine #1: What do you imagine the child is working on, personally and in relation to how the child understands Torah and Judaism? What problems or issues is the child focused on? Do the child's ideas, problems, and/or issues change or remain stable through the years? (10 min)
- e. Imagine #2: Now we'll pool our data and imaginings. Around the room, we've set posters with the Big Questions for participants to leave post-its. (15 min)
 - i. Share out from Imagine #1: What ideas about Torah and Judaism are Enrichment Center children expressing through their work? What problems or issues were children working on through the years, as expressed in their Enrichment Center work?
 - ii. What does the work express about children's relationship with Torah and Judaism?
 - iii. What text interpretation skills do Jewish Enrichment Center children demonstrate in these final projects?
 - iv. What evidence is present in this work of children understanding themselves in participants in the centuries-old, ongoing Jewish conversation?

- f. Hear from the Presenting Teacher: (10 min)
 - i. The presenting teacher provides perspective on the child's work, describes what the teacher sees in the work, responds to one or more of the questions raised, adds other information.
 - ii. The teacher may also comment on anything surprising or unexpected that we heard during the describing, questioning and speculating phases.
- F. Implications for teaching and learning. The entire group asks, "What have we learned about teaching and learning by examining this work? What questions ought we ask about learning and teaching in our own contexts?" (10 min)
- G. Reflect on the protocol. Why do this work? Why look at student work? (5 min)

Based on the Collaborative Assessment Conference Protocol. Steve Seidel, Director of Project Zero at Harvard, devised this protocol for a group of educators that gathered each weekend to look at student work. The protocol is described in Blythe, Allen, and Powell (1997), McDonald, Mohr, Dichter, and McDonald (2003) and Seidel (1998).



Jewish Enrichment Center
Hyde Park