**Professional Learning Opportunities with Dr. Karin Hess**

Dr. Karin Hess, author/coauthor of a dozen books/book chapters and the [*Hess Cognitive Rigor Matrices*](https://www.karin-hess.com/cognitive-rigor-and-dok), is a former classroom teacher and school administrator. She is recognized internationally as a leader in applying the concepts of cognitive rigor, depth of knowledge (DOK), and learning progressions to the development of state and school-based curriculum and assessment systems. Over the years, she has distinguished herself as a content expert in multiple content areas, specializing in the design and use of formative and performance-based assessments for preK-12 and competency-based education.

Dr. Hess offers a variety of workshop opportunities to school leaders and teachers in deeper learning - applying depth of knowledge/DOK to curriculum, instruction, and assessment design. Workshop plans can include a combination of in-person and virtual presentations customized for each school or district.

If you are serious about making a lasting impact on teaching and assessment practices across classrooms in your schools, Karin suggests planning ongoing professional learning sessions, with time for implementation, practice, and reflection in between. Currently, most of Karin’s work is built around her 2023 book [*Rigor by Design, Not Chance*](https://www.middleweb.com/49154/how-to-implement-rigor-by-design-not-chance/). Some schools begin with a half-day in person presentation followed by 2 - 4 follow-up webinars. Other schools choose to schedule a series of four to six webinars spread across the school year. Some schools choose to start with school leaders and instructional coaches and then involve the entire teaching staff in similar workshops. All workshops are designed to be interactive and use video clips and content examples to illustrate key points. Karin also provides access to a wealth of materials posted on her [website](https://www.karin-hess.com/). Below or a few of the topics or resources that Karin suggests.

1. **Building background knowledge in depth of knowledge/DOK and deeper learning**

Prior to working with Karen, she suggests that participants view or read short articles about rigor and depth of knowledge. This lays the groundwork for building a common language around deeper learning. Karin likes to provide a “prereading/viewing playlist” that includes watching a 50-minute, on-demand webinar, [*Looking for Rigor in All the Right Places*](https://www.youtube.com/channel/UCMMdR9nH2JlJqKiGlrDedJA) or [reading a blog post](https://www.middleweb.com/47245/6-places-to-find-true-rigor-in-your-classroom/) about rigor or [strategic scaffolding](https://www.middleweb.com/49785/how-to-be-strategic-with-scaffolding-strategies/?utm_medium=Email&utm_source=ExactTarget&utm_campaign=20231105_MindShift&mc_key=90817305).

1. **Are your students thinking deeply or just working harder? Infusing Rigor into Instruction & Assessment**

In this session, we begin by developing a shared understanding of DOK/rigor and dispel many common misconceptions about what increased rigor actually looks like in the classroom. Karin will share how she applied cognitive research (how the brain learns) to develop her Cognitive Rigor Matrix and then apply that research to a range of instructional and assessment examples. We almost always begin here. (Based on chapter 1 of *Rigor by Design, Not Chance*)

1. **Rigor by Design, Not Chance: Supporting Deeper Thinking Through Actionable Instruction and Assessment**

Today, we expect *every* student to be ready for the challenges of the 21st century—to learn more, to master new technologies, to understand more deeply, and to *transfer*what they've learned to real-world contexts. Integrating 5 evidence-based "teacher moves" in an Actionable Assessment Cycle can build a supportive classroom culture for deeper thinking and self-directed learning. Karin will define what “actionable assessment” is and provide content-specific examples for lesson and unit planning within an actionable assessment cycle. This can be broken into several sessions with practice time between sessions. For example, there might be a session on using more effective questioning strategies and another on metacognitive and self-assessment activities. (Chapters 2 and 6 of *Rigor by Design, Not Chance*)

1. **Designing Formative and Performance-Based Assessment**

In this session, we examine ways to increase DOK levels of current assessments by analyzing multiple content examples provided and an existing unit of study that teachers bring with them. Purposes and uses for common success criteria and protocols for student work analysis will be practiced. Teachers collaboratively draft a performance assessment (scenario, task, or problem-based learning project) using her STARS protocol. (Chapter 5 of *Rigor by Design, Not Chance*)

1. **Rigor by Design:** **Looking for Deeper Learning in all the Right Places:** This session explores how the Hess CRM illustrates teacher - student role “shifts” to move towards more student-centered (personalized and problem-based) learning. Participants will practice using the Hess’ Walk-Through tools to look for examples of deeper questioning and discourse, complex tasks, and use of *strategic* scaffolding.Designed for instructional coaches, school leaders, or peer coaching activities. Some schools invite Karin to do collaborative walk-throughs and debriefing with them.
2. **Examining Formative Assessments and Student Work Samples**

Participants revise assessments to achieve deeper more rigorous learning. Then they collect work samples across classrooms and collaboratively analyze results. Designed for instructional coaches and PLC activities.

1. **Content-specific Or grade-specific DOK workshops**

Karin can customize any of the workshops described above for specific content areas or grade level classrooms. For example, a high school science focus or preK-Can2 focus.