

The ASK Framework

for the Study of Teaching and Learning

The ASK Framework is based on an analysis of areas of performance, standards, or domains developed by organizations, states, and school systems. The categories used in a given district may vary slightly from the six presented here; the components, however, are almost universal.

Planning Instruction

- Using Your State's Learning Standards and the Principles of Standards-Based Teaching, Learning, and Assessment in Lesson, Unit, and Course Design
- Incorporating Essential Understandings, Key Concepts, and Big Ideas
- Explicitly Using Appropriate Content Specific Pedagogy
- Using Research on Learning Styles, Multiple Intelligences, and Learning Theory
- Recognizing, Respecting, and Responding to the Diversity of Students
- Engaging Students in Active Learning
- Connecting Learning to Life Beyond the Classroom in Ways That Ensure College and Career Readiness
- Integrating the Curriculum
- Incorporating Literacy Instruction Across the Curriculum

Implementing Instruction

- Framing the Learning
- Dealing with Naïve Understandings and Misconceptions
- Communicating Purposes, Expectations, and Directions
- Using a Repertoire of Strategies, Materials, and Resources
- Designing Rigorous Questions and Assignments
- Promoting Student Connections and Meaning Making
- Differentiating Instruction to Meet the Needs of All Learners

Assessing Learning and the Instructional Program

- Including All Components of the Assessment Continuum
- Using Formative Assessment to Inform Teaching Decisions and Promote Student Responsibility
- Making Assessment a Learning Experience
- Designing, Selecting, and Assessing Paper and Pencil Assessments
- Designing, Selecting, Implementing, and Assessing Performance Assessments
- Designing and Using Rubrics and Performance Assessment Task Lists
- Using Data Beyond Tests to Inform Decisions



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Orchestrating a Positive Learning Environment

- Building a Community of Learners
- Having and Communicating High Expectations to All Students
- Using Attribution Theory to Re-Frame Belief Systems
- Building Student Capacity Through Learning How to Learn Strategies
- Using Errors and/or Lack of Background Knowledge and Skills as Learning Opportunities
- Building in Reflection and Metacognition
- Developing Thinking Skills for the 21st Century
- Building Appropriate and Positive Personal Relationships with Students

Organizing and Leading a Productive Learning-Centered Environment

- Creating and Using Organizational Systems for Professional and Instructional Materials
- Developing, Implementing, and Teaching Organizational Systems for Learners and the Classroom
- Planning Proactively to Work with Reluctant and Resistant Learners

Professionalism and Collegial Collaboration

- Creating a Culture for Learning
- Collaborative Teams
- Formats for Collaboration and Job-Embedded Learning
- Peer Observation
- Mentoring
- Co-Teaching
- Professional Responsibilities
- Parents as Partners

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