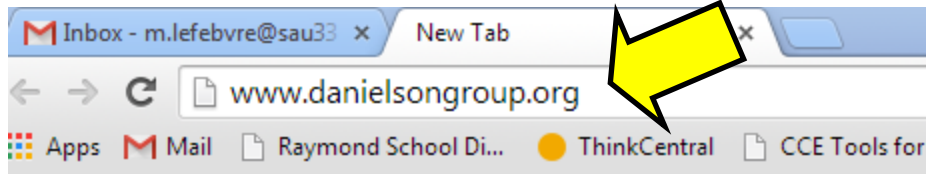


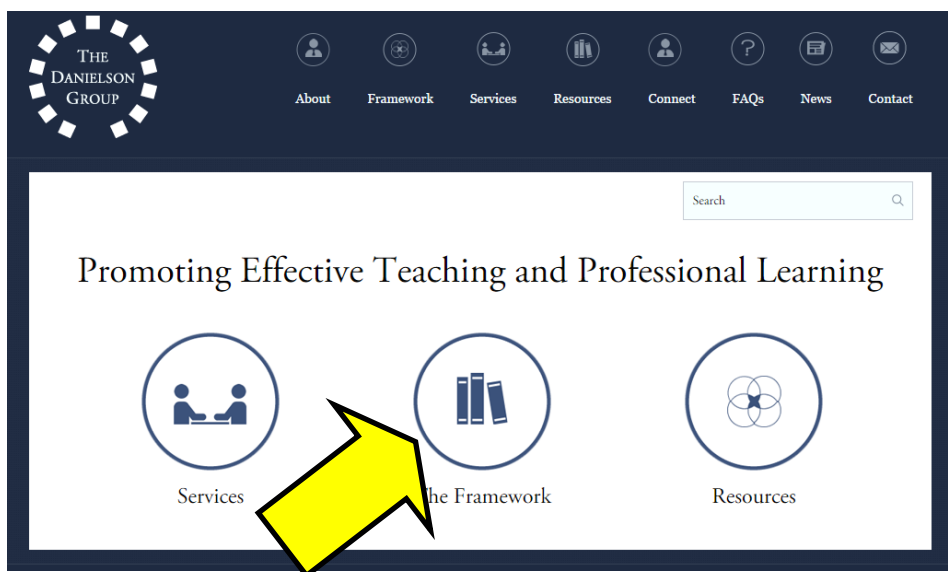
# How to Access Danielson's Evaluation Rubric Online

**\*\*Due to copyright constraints, Danielson's evaluation rubric for teachers cannot be mass produced. Teachers are allowed a single copy to download. This is how to access it:**

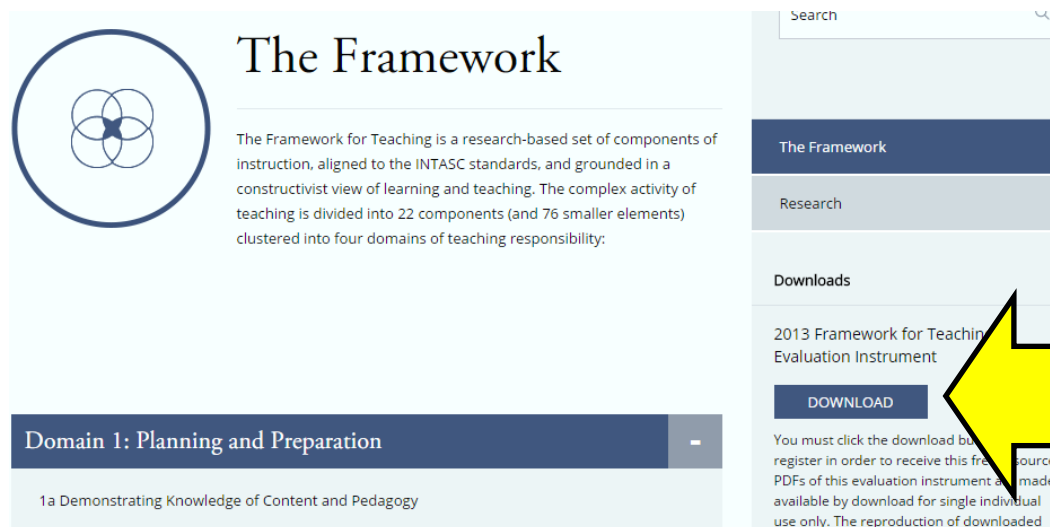
1. Type "www.danielsongroup.org" into your address bar.



2. From the home page, select the middle icon, "Framework."



3. On the right, under 2013 Framework for teaching evaluation instrument, click DOWNLOAD.



4. Enter in your name, role, and email address.

**Downloads**

**Name**

First: John Last: Doe

**Role**

Teacher

**Email**

j.doe@sau33.com

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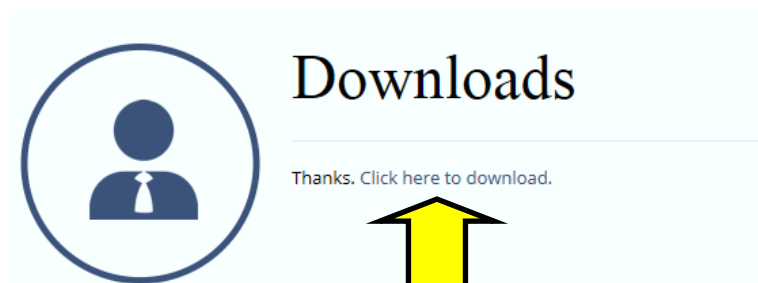
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5. Once you've submit your information, click "click here to download."



7. Open the file or save it to you comput-  
er. The specific detail on specific do-  
mains begins on p. 8 of the document.

1a DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY	
UNSATISFACTORY • LEVEL 1	BASIC • LEVEL 2
<p>In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</p>	<p>The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>
<p><b>p. 8</b></p> <p><b>L ATTRIBUTE</b></p> <ul style="list-style-type: none"><li>• The teacher makes content errors.</li><li>• The teacher does not consider prerequisite relationships when planning.</li><li>• The teacher's plans use inappropriate strategies for the discipline.</li></ul>	<ul style="list-style-type: none"><li>• The teacher's understanding of the discipline is rudimentary.</li><li>• The teacher's knowledge of prerequisite relationships is inaccurate or incomplete.</li><li>• Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.</li></ul>