**Hawaii Adapted Framework for Teaching**

***Adapted from the Charlotte Danielson A Framework for***

***Teaching, 2nd Edition***

**Framework: Therapeutic Specialists**

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| **Therapeutic Specialists – 1a** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **1a: Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license.** | Specialist demonstrates little or no knowledge and skill in the therapy area: does not hold the necessary certificate or license. | Specialist demonstrates basic knowledge and skill in the therapy area: holds the necessary  certificate or license. | Specialist demonstrates thorough knowledge and skill in the therapy area: holds the necessary certificate or license. | Specialist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license. |

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| **Therapeutic Specialists – 1b** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **1b: Establishing goals for the therapy program appropriate to the setting and the students served.** | Specialist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students. | Specialist’s goals for the therapy program are rudimentary and are partially suitable to the situation and to the age of the students. | Specialist’s goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students. | Specialist’s goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers. |

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| **Therapeutic Specialists – 1c** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **1c: Demonstrating knowledge of district, state, and federal regulations and guidelines.** | Specialist demonstrates little or no knowledge of special education laws and procedures. | Specialist demonstrates basic knowledge of special education laws and procedures. | Specialist demonstrates thorough knowledge of special education laws and procedures. | Specialist’s knowledge of special education laws and procedures is extensive; specialist takes a leadership role in reviewing and revising district policies. |

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| **Therapeutic Specialists – 1d** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **1d: Demonstrating knowledge of resources, both within and beyond the school and district.** | Specialist demonstrates little or no knowledge of resources for students available through the school or district. | Specialist demonstrates basic knowledge of resources for students available through the school or district. | Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside  the district. | Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community. |

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| **Therapeutic Specialists – 1e** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **1e:**  **Planning the therapy program, integrated with the regular school program, to meet the needs of individual students.** | Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure. | Specialist’s plan has a guiding principle and includes a number of worthwhile activities, but some of them don’t fit with the broader goals. | Specialist has developed a plan that includes the important aspects of working in the setting. | Specialist’s plan is highly coherent and preventive and serves to support students individually, within the broader educational program. |

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| **Therapeutic Specialists – 1f** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **1f: Developing a plan to evaluate the therapy program.** | Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important. | Specialist has a rudimentary plan to evaluate the therapy program. | Specialist’s plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been  met. | Specialist’s evaluation plan is highly sophisticates, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. |

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| **Therapeutic Specialists – 2a** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **2a: Establishing rapport with students.** | Specialist’s interactions with students are negative or inappropriate; students appear uncomfortable  in the testing and treatment center. | Specialist’s interactions are a mix of positive and negative; the specialist’s efforts at developing rapport are partially successful. | Specialist’s interactions with students are positive and respectful; student appear comfortable in the testing and treatment center. | Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship. |

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| **Therapeutic Specialists – 2b** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **2b:**  **Organizing time effectively** | Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules. | Specialist’s time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner. | Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner. | Specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules. |

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| **Therapeutic Specialists – 2c** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **2c: Establishing**  **and maintaining clear**  **procedures for referrals.** | No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it. | Specialist has established procedures for referrals, but the details are not always clear. | Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone. | Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators. |

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| **Therapeutic Specialists – 2d** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **2d: Establishing standards of conduct in the treatment center.** | No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment. | Standards of conduct appear to have been established for the testing and treatment center. Specialist’s attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful. | Standards of conduct have been established for the testing and treatment center. Specialist monitors student behavior against those standards; response to students is appropriate and respectful. | Standards of conduct have been established for the testing and treatment center. Specialist’s monitoring of students is subtle and preventive, and students  engage in self-monitoring of behavior. |

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| **Therapeutic Specialists – 2e** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **2e: Organizing physical space for testing of students and providing therapy.** | The testing and treatment center is disorganized and poorly suited to working with students. Materials are usually available. | The testing and treatment center is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed. | The testing and treatment center is well organized;  materials are available when needed. | The testing and treatment center is highly organized and is inviting to students. Materials are convenient when needed. |

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| **Therapeutic Specialists – 3a** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **3a: Responding to referrals; consulting with teachers and administrators.** | Specialist fails to respond to referrals or makes hasty assessments of student needs. | Specialist responds to referrals when pressed and makes adequate assessments of student needs. | Specialist responds to referrals and makes thorough assessments of student needs. | Specialist is proactive in responding to referrals and makes highly competent assessments of student needs. |

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| **Therapeutic Specialists – 3b** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **3b:**  **Developing and implementing treatment plans to maximize students’ success.** | Specialist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments. | Specialist’s plan for students are partially suitable for them or sporadically aligned with identified needs. | Specialist’s plans for students are suitable for them and are aligned with identified needs. | Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements. |

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| **Therapeutic Specialists – 3c** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **3c: Communicating with families.** | Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner. | Specialist’s communication with families is  partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions. | Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions. | Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust. |

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| **Therapeutic Specialists – 3d** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **3d: Collecting information; writing reports.** | Specialist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience. | Specialist collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience. | Specialist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience. | Specialist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience. |

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| **Therapeutic Specialists – 3e** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **3e: Demonstrating flexibility and responsiveness.** | Specialist adheres to the plan or program, in spite of evidence of it inadequacy. | Specialist makes modest changes in the  treatment program when confronted with evidence of the need for change. | Specialist makes revisions in the treatment program when they are needed. | Specialist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input. |