



**Chaminade University**  
O F H O N O L U L U

2009 Hawai'i Teacher Standards Board  
SATE Unit Review Report  
Rejoinder

September 22, 2009

## EXECUTIVE SUMMARY

Chaminade University acknowledges the Hawai'i Teacher Standards Board and their Unit Review Team for their hard work and support throughout the reaccreditation process. This review process is an excellent way to clearly identify areas for improvement, affirm our Unit's areas of strength, and provide us an opportunity for reflection. Most important, our teacher and counselor candidates are the direct beneficiaries of this review as we work together to continuously improve the quality of their learning experiences. We are very pleased that all of our initial and advanced teacher education programs have met all of the standards.

In this document we address only the Unit Review Report and more specifically the conditions set for Standards 2, 4, and 6, and suggest some corrections for Areas for Improvement. We summarize our rejoinder as follows:

### **For Standard 2 (Assessment System and Unit Evaluation)**

We respectfully suggest that across our licensure programs there is a common assessment framework and that assessment data is regularly and systematically collected, analyzed and interpreted for the purpose of program improvement. We request that the condition be removed in the case of our advanced program (school counseling), but that a recommendation remain in place for a common system of data collection to be implemented across all initial teacher education programs.

### **For Standard 4 (Diversity)**

We respectfully suggest that the proposed condition be applied to the initial teacher education programs only, but request that it be removed from the advanced program (school counseling) based on the findings in the Unit Review Team's own report.

### **For Standard 6 (Unit Governance and Resources)**

We respectfully suggest that the condition be changed to an Area for Improvement. This would involve formalizing the current system of organization within the existing Chaminade governance structure with reference to the following: 1) identification of the unit head, 2) a schedule of joint meetings, and 3) schedule of reports to UPAC. On the other hand, we think that the condition for a well-developed conceptual framework is somewhat misplaced in the case of Chaminade, where there is high degree of commitment to a common set of values, mission and vision.

### **For the Areas for Improvement (AFI's) for all Standards**

We make comments on specific AFI's in order to provide for the record areas where we think evidence has been overlooked or misinterpreted.

Please accept this document as part of a dialogue among colleagues who share the goal of providing high quality graduates from all initial and advanced teacher preparation programs. We only ask that you make your decisions about the unit report's

conditions after reflection on this submission. We thank you for your time and your consideration of this document.

### **INTRODUCTION**

Chaminade University would first like to thank the Hawaii Teacher Standards Board and the Unit Review Team for their hard work and support throughout the reaccreditation process. We have found this review to be an excellent tool for refining our current assessment practices, to affirm our Unit’s strengths, and provide us an opportunity for reflection. Most important, our teacher and counselor candidates are the direct beneficiaries of this review as we work together to continuously improve the quality of their learning experiences. We are very pleased that all of our initial and advanced teacher education programs have met all of the standards.

At this time, we would like to address the HTSB Unit Review Report. The HTSB process allows us to address issues we have found in this report which go beyond the factual corrections we previously submitted. Provided below is a summary chart of the Unit Review Team’s findings.

| <b>Standard</b>   | <b>Team Findings Initial</b> | <b>Team Findings Advanced</b> |
|---|------------------------------|-------------------------------|
| 1. Candidate Knowledge, Skills, and Professional Dispositions | M                            | M                             |
| 2. Assessment System and Unit Evaluation                      | M<br>With conditions         | M<br>With conditions          |
| 3. Field Experiences and Clinical Practice                    | M                            | M                             |
| 4. Diversity  | M<br>With conditions         | M<br>With conditions          |
| 5. Faculty Qualifications, Performance, and Development       | M                            | M                             |
| 6. Unit Governance and Resources                              | M<br>With conditions         | M<br>With conditions          |

**M = Standard Met**

**NM = Standard Not Met**

**NA = Not Applicable**

We recognize that the task of participating in an HTSB Review and preparing a Unit Review Report is difficult. We are grateful for the team’s feedback, and we accept many statements in the report without challenge. Notably, the Chaminade Education Division acknowledges that improvements are needed in the initial teacher education training programs, and we are prepared to overtly address them. However, there are also areas cited in the Unit Review Report where we feel additional discussion is

required. Thus, the purpose of this document is to challenge some conclusions and to clarify some areas where we feel there has been a misinterpretation or miscommunication.

## **PART I: Rejoinder to Conditions for Standards 2, 4, and 6**

We have divided our response to the Unit Review Report into two parts: In Part I we address the conditions the report stipulates for Standards 2, 4, and 6. In Part II of this document, we will address some of the Areas of Improvement (AFIs) recommended for all the standards.

### **HISTORICAL CONTEXT**

The report's findings that we do not have a single unit and have not systematically collaborated should be evaluated in an historical context. At no time prior to the submission of the Unit Self Study Report were the two submitting units (Education and MS Counseling Psychology) advised that a single professional education unit, a single mission, a single conceptual framework, and a single assessment system were required by HTSB. This was also not addressed during the submission of preconditions, annual SATE reports (which have always been separate submissions), and meetings with HTSB prior to February 2009. It was only at the pre-visit meeting in February 2009 that we were advised that we should submit a single USSR. It is important to point out that two separate Unit Self Study Reports had been submitted to HTSB in December 2008. To accommodate the request, both USSRs were combined into one volume, however, there was not enough time to address the unified organizational requirement prior to the Unit Review Team's visit. Had we been advised of this requirement earlier, we would have addressed these issues, and reflected them in our report. The situation described has, we feel, resulted in some misperceptions, perhaps understandable, on the part of the Unit Review Team because they were looking for something that was not asked for prior to the preparation of the USSR. The Education Unit attempted to address this issue post-hoc during the Unit Review Team's on-site visit. It is clear, however, that in the end we failed to communicate how many of the essential elements of a "unit" do exist at Chaminade University.

### **STANDARD 2**

#### **Rejoinder:**

On page 24 of the SATE Unit Review Report, it was noted that Standard 2 is met, with conditions. The condition is as follows:

- The Unit must develop a clearly articulated and unified assessment system that regularly and systematically collects, analyzes, and interprets data for the purpose of program improvement across all licensure programs.

Among all of our licensure programs there exists common assessment systems which regularly and systematically collect, analyze, and interpret assessment data for the purpose of program improvement. These assessments are as follows:

- For all licensure programs passing the nationally standardized PRAXIS examinations are required. This includes passing the PRAXIS I Pre-Professional Skills Test, PRAXIS II Principles of Learning and Teaching, and their respective Content Area examination(s). All of these examinations must be passed in order to meet requirements for program completion.
- All licensure programs require a cumulative assessment. The cumulative assessment varies amongst programs. For example, the School Counseling program requires a 125-multiple choice exam and a 50-item multiple choice School Counseling exam. The Teacher Education programs utilize an exit portfolio.
- All licensure programs required fieldwork experience in the form of clinical placement or student teaching placement. Each candidate is evaluated by their School Counseling Site Supervisor or Cooperating Teacher.
- All licensure programs provide graduating candidates the opportunity to provide feedback to their respective program by completing an Exit Interview Survey.
- All licensure programs survey school principals for their input regarding program, post-graduate, and candidate performance.
- All licensure programs have an advisory board to which assessment results are submitted for feedback/evaluation and to which input is provided.

In addition to the commonalities listed above, each licensure program has the option for additional assessment requirements.

Based on the evidence within the SATE Unit Review report, the School Counseling program has met this standard.

- “The School Counseling Program participates in a continuous quality improvement program that regularly collects program data and performs statistical and anecdotal analyses on an annual basis. Feedback is regularly sought from a variety of sources such as faculty, the School Counseling Advisory Board, Site Supervisors, Principals, Post-Graduates, and Counseling Candidates” (SATE Unit Review Report, p.20).
- “The Counseling Division has an assessment system that collects and analyzes data, which is used to improve candidate performance and division operations. Data-driven improvements listed on pages 102-103 in the USSR were confirmed

by faculty members and counseling candidates” (SATE Unit Review Report, p. 23).

The Education Division acknowledges the need to improve the systematic and consistent collection, analysis, and interpretation of data across initial teacher training programs. As was explained to the Unit Review Team, a new system of collection and analysis of data was introduced only eighteen months ago. This new system introduced LiveText as an important tool for collecting data from all licensure courses. The Education Division also cited the establishment of a Curriculum and Assessment Committee as the unit that would interpret and analyze LiveText data, and data from other sources for the purpose of initiating appropriate and rigorous program improvements. It was acknowledged that the new system had not been implemented in all programs, however, there was a definitive plan for full implementation.

Based on the analysis presented above, Chaminade University’s Education Unit respectfully requests that the Standard 2 condition be removed for the advanced teacher education program (School Counseling) where there is a well-established system of collection, interpretation, analysis of data, and evidence-based program improvement. The Education Division accepts the Standard 2 condition and will strive to establish a comprehensive, consistent, and rigorous assessment system across all programs.

#### **STANDARD 4**

##### **Rejoinder:**

On page 35 of the SATE Unit Review Report, it was noted that Standard 4 is met, with a condition. The condition is as follows:

- The unit must provide evidence that clearly identifies the specific proficiencies candidates should develop related to needs of students from culturally diverse populations, that the curriculum is designed to prepare teachers to work effectively with students from culturally diverse populations, and provide assessment data, showing evidence of candidate proficiencies related to their ability to help students from culturally diverse populations learn.

We believe that the wording that specifically refers to “teachers” in the text underlines an error in the application of this condition to both the initial (teacher training) and advanced (school counseling) programs. Based on the evidence within the SATE Unit Review Report, the School Counseling program has met this standard.

- “Interviews with interns, graduates, and site supervisors confirmed that a cross-cultural counseling course is required of all school counselor candidates. Interviewees also indicated that diversity issues, including attention to local and military cultures, were addressed in each school counseling course” (SATE Unit Review Report, p. 31).

- “Interviews with interns, graduates, and site supervisors indicated that extensive field experiences provide opportunities for school counseling candidates to understand the importance of diversity in counseling” (SATE Unit Review Report, p. 31).
- “Site Supervisor, Graduate, and Employer surveys indicate that school counseling candidates are able to establish a climate that values diversity” (SATE Unit Review Report, p. 31).
- “Candidates in the School Counseling Program are provided extensive opportunities to interact with students from a broad range of racial/ethnic, socioeconomic groups, including students with exceptionalities, as validated in interviews with interns, graduates and site supervisors. These experiences help candidates develop strategies for improving student learning and confront issues of diversity to improve candidates’ effectiveness as school counselors” (SATE Unit Review Report, p. 34).

The Education Division, however, had indicated to the Unit Review Team that for the initial teacher training program this area had already been identified as needing improvement prior to the SATE Program Review. The decision to overtly address this area was based on the following findings: inconsistencies in coursework related to issues of diversity across programs, a need for revision of existing course assignments and assessments, and a need to provide professional development opportunities for both core and adjunct faculty members.

In summary, we respectfully request that this condition be applied to the initial teacher education programs, and request that it be removed from the advanced program (school counseling).

## **STANDARD 6**

### **Rejoinder:**

On page 55 of the SATE Unit Review Report, it was noted that Standard 6 is met, with conditions. The conditions are listed below:

Before documents are submitted for the next Unit SATE Review, the institution will:

- Identify a professional education unit that has responsibility and authority for the preparation of teachers and other professional education personnel.
- Designate a head of the unit who is assigned the authority and responsibility for its overall administration and operation.
- Develop written policies and procedures to guide the operations of the unit.

- Create a well-developed conceptual framework that establishes the shared vision for a unit's efforts in preparing educators to work in P-12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability.

The Education Unit would like to address each of the conditions listed above.

***Identify a professional education unit that has responsibility and authority for the preparation of teachers and other professional education personnel.***

On page 131 of the HTSB References and Report Guide, the "Unit" is defined as, "the institution, college, school, department, or other administrative body with the responsibility for managing or coordinating all programs offered for the initial and continuing preparation of teachers and other school personnel, regardless of where these programs are administratively housed; also known as the professional education unit." Based on that definition, in the future, Chaminade University of Honolulu, will be designated as the Unit or otherwise known as the professional education unit.

***Designate a head of the unit that has responsibility for its overall administration and operation.***

Chaminade University of Honolulu is a relatively small university with a reasonably flat organizational structure. The Dean of Education directs all five initial teacher education programs and the Dean of Behavioral Sciences directs the only advanced teacher education program, school counseling. Both Deans report to the Provost/Executive Vice-President monthly.

On page 131 of the HTSB References and Report Guide, the "Unit Head" is defined as, "the individual officially designated to provide leadership for the unit (e.g., dean, director, or chair), with the authority and responsibility for its overall administration and operation." Based on that definition, in the future, the Provost/Executive Vice-President will be designated as the Unit Head.

***Develop written policies and procedures to guide the operations of the unit.***

Chaminade University of Honolulu's policy states that all division Deans report directly to the Provost/Executive Vice-President. With this organizational structure already in place, the Provost/Executive Vice-President shall delegate authority of the administration of the School Counseling program to the Dean of Behavioral Sciences and the Education licensure programs to the Dean of Education. All current organizational procedures remain valid with this organizational arrangement.

In addition, both Deans are members of the Provost's Cabinet and Academic Council. The activities of all teacher education programs are reported to the University Policy, Planning and Assessment Advisory Committee (UPAC), which meets twice monthly during the academic year. These reports are on the UPAC agenda and are recorded in

the minutes. As a result, there exists regular communication between the heads of the initial and advanced programs, and a shared awareness of issues pertaining to the other's programs.

In summary, we contend that the expectations delineated in this condition have been met. What is needed is to identify the formalization of the relationships described above as an area for improvement. This would include the following:

- That the Provost/Executive Vice-President be formally listed as the head of all professional teacher education programs.
- That there be calendared meetings three times a year with the Provost/Executive Vice-President, the Director of initial teacher education, the Director of advanced teacher education (school counseling), and the Director of our early childhood education program. The formal name of this group will be: University Teacher Education Committee (UTEC).
- That this group be charged with making formal reports to UPAC, and that this documentation would be available across the university and online.

***Create a well-developed conceptual framework that establishes the shared vision for a unit's efforts in preparing educators to work in P-12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability.***

The Chaminade University of Honolulu Mission, Vision, Core Commitments, and Marianist Educational Values (See Appendix I) serve as the foundation of our unified conceptual framework. The report of the recent WASC Capacity Review Team found a strong commitment to the Chaminade vision and mission across all programs as evidenced by the following statement:

*"To simply affirm that Chaminade meets WASC standards with respect to institutional purposes would be to understate the role Chaminade's mission plays in defining its identity, guiding its efforts, and assessing its accomplishments." (p. 10)*

Of particular significance are the Marianist Educational Values which shape the Unified Conceptual Framework which is provided below.

We recognize, instill and train our students:

- in an arena of cultural diversity.
- from a holistic and humanistic perspective.
- in a context of collegiality and working together for the purpose of assisting each other in adapting to their various environmental contexts.
- to provide a service to their fellow human beings in a manner that treats all individuals in a just and peaceful manner.

- relative to learning how to adapt to an ever changing, culturally diverse, technological environment.

Our common framework focuses on cultivating/nourishing within the students the skills and competencies that will enable them to adapt to their various environmental contexts. This is accomplished by teaching students from a holistic/humanistic perspective how to address and solve a variety of adaptive problems whether they are cognitive, affective, behavioral, or interpersonal within an ever-changing environment.

Given the differences in the specific focus between teachers and counselors, each division has developed its own specific framework that has been derived from the Unified Conceptual Framework. We believe that the Unit Review Team tended to focus on the programmatic differences in recommending this condition and did not focus on underlying shared conceptual framework.

In summary, we believe the Professional Education Unit's Conceptual Framework clearly and succinctly addresses, as listed below, each of the six SATE indicators of the Conceptual Framework of the National Council for Accreditation of Teacher Education (NCATE) used as a part of the Hawaii state review process for re-certification.

- The vision and purpose of the Professional Education Unit are clearly described.
- A system for coherence is in place.
- Professional commitments and dispositions are articulated.
- Commitment to diversity and technology is clearly indicated.
- Alignment of candidate proficiencies with national and state standards is established.
- A process for the assessment of candidate proficiencies is in place.

## **Part II: Areas for Improvement**

We understand that Areas for Improvement (AFI's) are not binding conditions. However, to let them stand without comment might imply that we have accepted them in their entirety. This is not accurate. In fact, we have identified several problems: (a) identification of AFI's where evidence was presented that shows the AFI is already in place; (b) failure to distinguish between the initial teacher education programs and the advanced teacher education program (school counseling) in several AFI's; and (c) identification of AFI's that are in contradiction to findings in the program reports that indicated these same conditions were in place.

So for the record, we offer our responses to those AFI's where these problems exist.

### **Standard 1: Areas for Improvement**

- 1. Native Hawaiian culture, history, and language should be integrated throughout the initial and advanced teacher preparation program.*

*2. Multicultural theories and practice (as distinct from differentiated instruction) and the incorporation of culturally relevant materials into planning, teaching, assessing, reflecting, and adapting should be emphasized.*

**Chaminade Response:**

**These two areas for improvement should be applied only to Chaminade's initial teacher education program. While these two items are a high priority and were addressed in some initial teacher education programs, implementation across all five initial teacher education was not complete at the time of the HTSB Unit Team visit. However, we would like to assure HTSB that a consistent framework for addressing both Native Hawaiian and multicultural dimensions of teacher preparation across all programs is being implemented.**

**At the same time there is ample evidence that the advanced teacher education program (school counseling) already meets these criteria. Statements from the SATE Unit Review Report commends the MSCP School Counseling program for its commitment to and coverage of Native Hawaiian culture, history and language and exposure to cultural diversity. These AFI's should specifically be applied to the initial teacher education programs where a need to have more systematic treatment of these AFI's was identified.**

**The school counseling program presented data that supports this program's meeting the standards in Native Hawaiian culture, history and language, and multicultural theories and practices. In fact, this is acknowledged in the school counseling program review report:**

- In the SATE Program Review Report (p. 11 Section 7 Native Hawaiian Culture, History and Language), the evaluators documented evidence that candidates [in the MSCP School Counseling program] are prepared to incorporate Native Hawaiian culture, history and language into their instruction.
- On page 11 of the SATE Program Review Report, it reads, "the MSCP School Counseling program incorporates Native Hawaiian culture, history and language in the MSCP Core course Psy 736 Cross-Cultural Counseling and Psy 751 Health, Stress Management, and Counseling."
- Interviews with interns, graduates and site supervisors indicated that extensive field experiences provide opportunities for school counseling candidates to understand the importance of diversity in counseling (SATE Unit Review Report, p. 31, paragraph 4).
- Site Supervisors, Graduate, and Employer surveys indicate that school counselor candidates are able to establish a climate that values diversity (SATE Unit Review Report, p. 31, paragraph 6).
- Candidates in the School Counseling Program are provided extensive opportunities to interact with students from a broad range of racial/ethnic,

socioeconomic groups, including students with exceptionalities, as validated in interviews with interns, graduates and site supervisors. These experiences help candidates develop strategies for improving student learning and confront issues of diversity to improve candidates' effectiveness as school counselors (SATE Unit Review Report, p. 34, paragraph 3).x

### **Standard 2: Areas for Improvement**

- 1. The Education Division needs to complete their signature assignments and enter them into Live Text. Information technology should be used for data collection for all of the assessments.*

#### **Chaminade Response:**

- **Of course, this item applies only to the Education Division and initial teacher training programs. Still we find the wording of this AFI rather strange. The Education Division accepts that the collection of data for signature assignments should be implemented across all programs. We informed the review team that we were in the process of doing this extension to all programs. In this regard, the notion that information technology should be used for data collection for all of these assessments is fine as long as what is meant is signature assignments, not all assessments.**

- 2. It would be advisable for both the Education and School Counseling Program to have more frequent meetings with their assessment advisory committees during the process of developing a unified assessment system.*

#### **Chaminade Response:**

- **We have now added a member of the school counseling program to the Curriculum and Assessment Committee, which meets twice monthly.**

### **Standard 3: Areas for Improvement:**

- 1. Placement of Candidates in the field (both Education and Counseling) should be based on an objective and thoughtful evaluation by the university and school administrators, rather than candidate preferences.*

#### **Chaminade Response**

- **We feel that this AFI may represent a misunderstanding on the part of the review team. The implication that there is not an objective and thoughtful evaluation by the university and school administrators is at odds with the evidence. In fact, for both initial and advanced teacher training programs there is a rigorous and multi-faceted process of**

placement. Further, while it is true that candidates can indicate a preference, this is never the sole or even the predominant factor in the placement decision.

For both initial and advanced teacher education programs the placement of candidates is a collaborative effort between the Department of Education, the program, and the candidate. All must be in agreement before a placement can occur. Placement sites are initially solicited by the School Counseling Internship Director or the Education Division Field Services Director. Chaminade communicates with the Principal of the prospective school and requests formal permission for a placement. Upon approval, the Principal either recommends a cooperating counselor or teacher, or an inquiry is made to identify an interested person. If a new site supervisor is identified, Chaminade gathers information about the individual's credentials and assesses his/her willingness to be a Site Supervisor (school counseling program) or Cooperating Teacher (initial teacher training programs) for the required time. In addition, Chaminade reviews prior candidates' feedback on the school and those who previous served as site supervisors or cooperating teachers through survey evaluations submitted by the candidates after every clinical term.

2. *All lesson plans should include accommodations for diverse learners rather than requiring candidates to create a differentiated lesson plan.*

- **This AFI should not be applied to the school counseling program; it is not relevant. In the case of initial teacher education program lesson plans we think that this is a misperception because if examined, one would find that our lesson plan rubrics are based on the HTSB standards, and in all cases include specific attention to diversity.**

#### **Standard 4: Areas for Improvement**

1. *Faculty members should continue increasing their knowledge and experiences to inform their teaching related to preparing candidates to work with students from diverse cultural backgrounds.*

#### **Chaminade Response:**

1. **With reference to this AFI there is a need to distinguish between the faculty in the Education Division and the school counseling program faculty.**
  - **The School Counseling Program (advanced teacher preparation) provided substantial and significant evidence that this is already been done, and evidence of this is found in both the unit and school counseling program report.**

- Many school counseling full-time tenure-track faculty have been and continue to do research related to various cultural and diversity issues. For instance, Dr. Robert Santee published an article, in the *Journal of Daoist Studies*, regarding Stress Management and the Zhuangzi in June 2008. He also presented his paper on Potentials for Daoist Health Care at the International Conference on Daoist Studies in Hong Kong (November 2007). In June 2007, Dr. Santee's textbook, *An Integrative Approach to Counseling: Bridging Chinese Thought, Evolutionary Theory, and Stress Management*, was published by Sage Publications. Dr. Tracy Trevor was recently awarded an OHA grant that supports his investigation and search for interventions in treating ADHD in primarily Hawaiian/Part-Hawaiian children (as well as other children of various ethnic backgrounds). Dr. Dale Fryxell uses cultural diversity as a key variable in his studies on childhood aggression, adolescent drug prevention, his investigative research into Hawaii's adoption system, and in developing mentoring techniques to children who have incarcerated parent(s).
- The Education Division indicated to the Unit Review Team that it has already launched a plan to support professional development of its faculty to increase their capacity to prepare teacher candidates to work with students from diverse cultural backgrounds in all its initial teacher education programs.
- The Division's multi-year 1.3 million dollar National Hawaiian Education Act program involves the Division's core faculty in a project focused on the needs of Native Hawaiian and Pacific Island elementary students in Palolo Valley.
- The Education Division faculty members have experience teaching in diverse communities both in Hawai'i, on the mainland, and in other countries. Dr. David Grossman has published numerous cross-cultural curriculum units and has published research on the intracultural awareness of both teachers and students.

2. *The Unit should identify strategies to attract and recruit faculty from diverse cultural backgrounds to increase faculty diversity when filling future vacancies.*

**Chaminade Response:**

- This AFI is a bit surprising. We described in some detail the Chaminade commitment to recruit faculty from diverse backgrounds. Therefore, this policy is already in place, and as an Equal Opportunity Employer, all faculty recruitment strategies are controlled and regulated by

**Chaminade University of Honolulu's Human Resources department. Compliance with the University regulations for seeking new faculty is thus monitored carefully.**

*3. The Unit should ensure that candidates are provided with at least one field/clinical experience with students from backgrounds and cultures different from their own.*

**Chaminade Response:**

**Based on the evidence of ethnic and socio-economic diversity among students in our site placements, obtained through the Department of Education demographic report, Chaminade initial and advanced teacher education program candidates have the opportunity for regular clinical and field experiences working with diverse learners. This is confirmed in this quote from the Unit Review Team's own report (p. 33):**

***Candidates interact and work with classmates from diverse ethnic/racial, gender, socioeconomic groups in teacher education courses on campus and in schools.***

**Because of Hawai'i's diverse population and the range of culture and backgrounds in nearly all of its schools, this would seem difficult not to achieve. In fact, it has been achieved. Both Education Division initial teaching candidates and MSCP School Counseling candidates are being exposed to and provided with ample opportunities to work with diverse learners during their field experiences. This is evident when reviewing the demographic data provided by the Department of Education which includes socio-economic data on students receiving fee/reduced lunches.**

- **The School Counseling program has ample evidence of placement in schools with diverse populations. The Appendix I; Table 10 (Attached) represents schools used for School Counseling candidates' field experiences during the 2007-2008 academic year. Based on the data exhibited in Table 10, School Counseling candidates are working in schools with diverse populations. Similar data could be shown for initial teacher candidates.**

**Standard 5: Areas for Improvement**

*1. The Counseling Division should systematically provide an orientation for site supervisors.*

**This AFI comes as a surprise. The evidence from the SATE Unit Review Report contradicts this AFI in that it indicates that the MSCP School Counseling program's regular and continuous support of its Site Supervisors is acknowledged by the Unit Review Team:**

- **Site Supervisors are strongly encouraged to enroll in a one-credit orientation course, but if he or she is unable to take the orientation course, relevant materials are provided to that supervisor (SATE Unit Review Report, p. 25-26, paragraph 3).**
- **Interviews with division staff and exhibits indicate professional development opportunities for new site supervisors do occur. The division created a three-credit PDERI course to provide site supervisors with professional development opportunities to learn about their roles and responsibilities (SATE Unit Review Report, p. 37, paragraph 2).**
- **The MSCP School Counseling program highly values its relationship with each Site Supervisor. As shown in the following statements extracted from the Unit Self-Study Report, regular and continuous support through various means of communication between the MSCP School Counseling program and its Site Supervisors is an integral part in how we train our candidates.**
  - *The [clinical] course instructor is required to contact each candidate's Site Supervisor(s) by week 5 of the 10-week term. In addition, the School Counseling Internship Director also makes frequent contacts with each Site Supervisor and completes at least one site visit to observe the candidate performing a counseling-related task. The candidate and Site Supervisor are provided immediate feedback. Information collected from the site visit is shared with the course instructor, School Counseling Clinical Director and the MSCP Program Director (Unit Self-Study Report, p. 113).*
  - *At least once per academic year, the School Counseling Internship Director visits the candidate's site and interviews the Site Supervisor and school administration to ensure open communication between the school and Chaminade University. During this meeting, school personnel are given the opportunity to provide feedback about the School Counseling program. All comments are documented and considered for future program modifications (Unit Self-Study Report, p. 104).*
  - *Site Supervisors are in regular contact with both the candidate's instructor and the School Counseling Internship Director. As challenges or new information arises, contact via email, telephone, or in-person meetings are established (Unit Self-Study Report, p. 106).*
  - *To further support Site Supervisors, the School Counseling program administers a Professional Development course through the Department of Education that formally trains Site Supervisors on best practices in supervising candidates during their fieldwork experience. This course was first established in 2007 with plans to continue this course annually (Unit Self-Study Report, p. 111).*

- In 2009, fifty-eight Practicum/Internship surveys were distributed to all of the 2008-2009 Practicum/Internship Site Supervisors. Twenty-three of the 58 were returned (40 percent return rate).
  - The Table below, entitled “2009 Practicum/Internship Survey,” provides evidence that the MSCP School Counseling program is providing our Site Supervisors with regular and continuous support.

*2009 Practicum/Internship Survey*

| Evaluation Item   | Mean (1 = Strongly Disagree and 5 = Strongly Agree)         | Percentage of Agree and Strongly Agree                         | N size (N size reflects that total number of Site Supervisors that completed this survey) |
|---|---|--|---|
| Question 4: When asked to be a Site Supervisor, I felt that the placement process was handled in a professional manner.   | 4.30 out of a 5 point scale                                 | 87.0 %   | 23  |
| Question 5: I have received adequate orientation and training as a Site Supervisor that included information about program philosophy, outcomes and expectations. | 4.17 out of a 5 point scale                                 | 91.3 %   | 23  |
| Question 6: I am satisfied with the level of support provided by the faculty and staff of the MSCP School Counseling program.                                     | 4.48 out of a 5 point scale                                 | 100 %  | 23  |
| Question 10: I had an appropriate amount of interaction with the MSCP School Counseling program’s Internship Director.  | 4.41 out of a 5 point scale                                 | 100 %  | 23  |
| Question 13: Overall, I would rate the MSCP School Counseling program as:   | (1 = Poor and 5 = Excellent)<br>4.36 out of a 5 point scale | <b>Percentage of Above Average and Excellent</b><br><br>95.5 % | 23  |

2. *Education and School Counseling faculty do not regularly collaborate to improve learning and preparation of candidates.*

**Chaminade Response:**

- **The Deans of the respective divisions in charge of teacher education and school counseling meet frequently and share membership in a number of important committees where program effectiveness is formally discussed. The Education Division’s Curriculum and Assessment Committee now has a representative from the school counseling program, and this committee meets twice monthly for program and course review and development.**

**Standard 6: Areas for Improvement**

*Faculty workloads must be adjusted to conform to HTSB SATE Reference and Reporting Guide, which states that faculty loads for teaching on campus and on-line generally do not exceed 12 hours for undergraduate teaching and 9 hours for graduate teaching and that supervision of clinical practice does not generally exceed 18 candidates for each full-time equivalent faculty member. These adjustments will allow faculty members to be effectively engaged in teaching, scholarship, assessment, advisement, collaborative work in P-12 schools, and service.*

**Chaminade Response:**

- **While we recognize that the review team was only citing HTSB SATE Reference and Reporting guidelines, we find this suggestion worrisome in that it sets such specific quotas. Rather than establishing somewhat arbitrary rations without reference to particular institutional contexts, we think the focus should be on the capacity of the institution and its effectiveness. In this case, we challenge the guideline not the Review Team’s report.**

**Appendix 1: Table 10**

**Demographics on Sites for Clinical Practice in Initial and Advanced Programs (Obtained from the DOE website for the 2006-2007 academic year)**

| <b>Name of school</b> | <b>American Indian or Alaskan Aleut</b> | <b>Asian American</b> | <b>Black or African American</b> | <b>Hispanic</b> | <b>Native Hawaiian/Other Pacific Islander</b> | <b>White</b> | <b>Two or more races</b> | <b>Race/ethnicity unknown</b> | <b>Students receiving free/reduced price lunch (student SES)</b> |
|-----------------------|---|-----------------------|----------------------------------|-----------------|---|--------------|--------------------------|-------------------------------|--|
| Aiea Elem.            | 1                                       | 66                    | 17                               | 14              | 157   | 14           | 98                       | 0                             | 305  |
| Aina Haina Elem.      | 0                                       | 259                   | 1                                | 6               | 68  | 73           | 45                       | 0                             | 43   |
| Ala Wai Elem.         | 2                                       | 214                   | 7                                | 14              | 66  | 32           | 125                      | 0                             | 236  |
| Aliamanu Elem.        | 7                                       | 165                   | 57                               | 34              | 65  | 196          | 165                      | 0                             | 189  |
| Aliamanu Middle       | 12                                      | 207                   | 90                               | 40              | 68  | 224          | 135                      | 0                             | 239  |
| Aliiolani Elem.       | 1                                       | 175                   | 0                                | 2               | 66  | 10           | 22                       | 0                             | 111  |
| Campbell High         | 12                                      | 1143                  | 89                               | 78              | 491   | 193          | 318                      | 0                             | 913  |
| Central Middle        | 1                                       | 212                   | 10                               | 7               | 99  | 6            | 123                      | 0                             | 283  |
| Ewa Elem.             | 2                                       | 476                   | 23                               | 31              | 251   | 76           | 55                       | 0                             | 437  |
| Farrington High       | 3                                       | 1506                  | 15                               | 22              | 606   | 35           | 229                      | 0                             | 1560   |
| Hokulani Elem.        | 1                                       | 222                   | 0                                | 4               | 34  | 20           | 122                      | 0                             | 50   |
| Iliahi Elem.          | 2                                       | 145                   | 0                                | 13              | 165   | 34           | 88                       | 0                             | 159  |
| Iroquois Point Elem.  | 6                                       | 63                    | 65                               | 46              | 73  | 268          | 94                       | 0                             | 158  |
| Jarrett Middle        | 0                                       | 112                   | 2                                | 2               | 61  | 12           | 83                       | 0                             | 168  |
| Kahala Elem.          |   | 259                   | 2                                | 3               | 41  | 65           | 109                      | 0                             | 21   |
| Kahuku Elem.          | 5                                       | 89                    | 3                                | 4               | 350   | 34           | 45                       | 0                             | 310  |
| Kahuku High & Int.    | 17                                      | 174                   | 6                                | 22              | 914   | 345          | 241                      | 0                             | 795  |
| Kailua Elem.          | 3                                       | 76                    | 12                               | 15              | 184   | 83           | 26                       | 0                             | 209  |
| Kailua Int.           | 2                                       | 112                   | 35                               | 25              | 216   | 255          | 75                       | 0                             | 210  |

|                     |    |      |     |    |     |     |     |   |     |
|---------------------|----|------|-----|----|-----|-----|-----|---|-----|
| Kaimuki Middle      | 0  | 449  | 2   | 9  | 89  | 61  | 137 | 0 | 123 |
| Kaiser High         | 1  | 386  | 4   | 9  | 177 | 226 | 160 | 0 | 89  |
| Kaleiopu u Elem.    | 10 | 597  | 32  | 22 | 189 | 49  | 75  | 0 | 315 |
| Kalihi-Kai Elem.    | 1  | 508  | 4   | 5  | 117 | 4   | 47  | 0 | 501 |
| Kapolei High        | 9  | 730  | 83  | 77 | 612 | 296 | 244 | 0 | 534 |
| Kapuna-hala Elem.   | 0  | 215  | 6   | 15 | 244 | 53  | 47  | 0 | 178 |
| Kipapa Elem.        | 5  | 215  | 22  | 15 | 219 | 77  | 96  | 0 | 237 |
| Kuhio Elem.         | 1  | 110  | 4   | 7  | 48  | 13  | 164 | 0 | 222 |
| Leilehua High       | 5  | 542  | 138 | 93 | 440 | 289 | 306 | 0 | 754 |
| Maemae Elem.        | 1  | 441  | 3   | 3  | 152 | 39  | 110 | 0 | 92  |
| Lunailo Elem.       | 1  | 266  | 8   | 16 | 79  | 33  | 161 | 0 | 261 |
| Mauna-wili Elem.    | 1  | 43   | 6   | 9  | 227 | 70  | 53  | 0 | 146 |
| Miilani High        | 13 | 1164 | 79  | 64 | 399 | 360 | 361 | 0 | 239 |
| Miilani Ike Elem.   | 5  | 634  | 16  | 18 | 448 | 164 | 110 | 0 | 18  |
| Miilani Middle      | 7  | 829  | 69  | 54 | 334 | 244 | 302 | 0 | 261 |
| Moanalua Elem.      | 1  | 379  | 13  | 16 | 84  | 72  | 147 | 0 | 93  |
| Moanalua High       | 9  | 1028 | 80  | 51 | 239 | 243 | 251 | 0 | 287 |
| Niu Valley Middle   | 2  | 315  | 5   | 14 | 108 | 150 | 118 | 0 | 69  |
| Olomana School      | 1  | 21   | 1   | 4  | 122 | 17  | 22  | 0 | 134 |
| Pearl City High     | 8  | 961  | 41  | 55 | 402 | 118 | 226 | 0 | 385 |
| Radford High        | 7  | 340  | 157 | 54 | 126 | 379 | 213 | 0 | 274 |
| Roosevelt High      | 2  | 916  | 15  | 26 | 330 | 105 | 199 | 0 | 390 |
| Shafter Elem.       | 4  | 14   | 40  | 18 | 6   | 87  | 41  | 0 | 47  |
| Waialua Elem.       | 5  | 182  | 3   | 10 | 205 | 96  | 35  | 0 | 256 |
| Waialua High & Int. | 1  | 279  | 4   | 19 | 192 | 107 | 57  | 0 | 340 |
| Waiau Elem.         | 3  | 189  | 14  | 5  | 230 | 48  | 68  | 0 | 183 |

|                        |   |     |     |    |     |     |     |   |     |
|------------------------|---|-----|-----|----|-----|-----|-----|---|-----|
| Waimanalo Elem. & Int. | 1 | 92  | 3   | 16 | 382 | 16  | 33  | 0 | 366 |
| Washington Middle      | 2 | 425 | 14  | 14 | 141 | 67  | 251 | 0 | 532 |
| Wilson Elem.           | 1 | 360 | 1   | 2  | 299 | 53  | 134 | 0 | 57  |
| Wheeler Elem.          | 6 | 36  | 100 | 75 | 40  | 283 | 100 | 0 | 328 |
| Wheeler Middle         | 9 | 35  | 127 | 83 | 35  | 225 | 69  | 0 | 257 |