



**DASA Task Force Meeting Notes**  
**February 20, 2018 (12:30-3:30)**  
**New York State Education Department**  
**89 Washington Avenue, Albany, NY (Room 5 A/B)**

**Members present in Albany:** Khin Mai Aung, David Cantaffa, Natasha Capers, Becky Carman, Laurie Cassel, John D’Agati, Cynthia Gallagher, Agatha Kelly, Gina Miller, Jeffrey Mongelli, Elizabeth Payne, Jody Polleck, Eoghann Renfroe, Terry Reynolds, Renee Rider, Bernice Rivera, Mara Sapon-Shevin, Andrew Shanock, Shirley Sommers, Jolynn Thaickal, Ron Woo

**Members on WebEx:** Grant Cowles, Mary Grenz Jalloh, Gloria Jean, Mary Jane Karger, Marina Marcou-O’Malley, Melissa Schieble, Kathleen Hayes Sugarman

**NYSED Staff:** Barbara Downs, Laura Glass, Marie Irving

**Guests:** Ann Horowitz, Counsel to New York Assemblymember O’Donnell; Stephanie Coyle, New York Civil Liberties Union

1. Overview of the meeting
  - The goal is to reach consensus on recommendations for the Board of Regents regarding the DASA (Dignity Act) training requirement for educator certification.
    - A member asked what would happen if there is not consensus on the recommendations. In this case, the members would vote on the possible recommendations and the Department leadership would review the votes and decide how to proceed. Without consensus, it is not clear how the recommendations would move forward to the Board of Regents.
  - The recommendations are big ideas (e.g., not regulatory language).
  - Laura provided a handout listing ideas and draft recommendations that were proposed by members in prior meetings. The list is intended to be a starting point for the conversation.
2. Finalize recommendations around the following topics: teacher, educational leader, and pupil personnel services preparation program and certification requirements; other service (e.g., coaches, teaching assistants) certification requirements; other ideas and recommendations proposed in prior meetings; and new recommendations.
  - Teacher, educational leader (i.e., school building leader, school district leader, school district business leader), and pupil personnel (e.g., school counselor) preparation program requirements are separate from certification requirements. Candidates can complete a program without completing the certification requirements.
  - One of the possible recommendations that the task force discussed at prior meetings was issuing a “conditional” certificate to applicants who do not graduate from a New York State educator preparation program and have not completed a multicultural education course, giving them one year to complete a multicultural education course. The Department learned that a conditional certificate is not possible in this situation because the course satisfies the DASA training requirement, which must be completed prior to receiving certification by law.
  - There are multiple pathways to certification other than completing a New York State educator preparation program (e.g., out-of-state certification).
  - Professional development would continue to be required in schools.
  - Coaches and teaching assistants (e.g., other service certificate applicants) would continue to take the DASA six-hour training.

- A three-semester hour multicultural education course would fall within the 21 semester hours of pedagogical coursework required in teacher preparation programs. Currently, nine of the 21 semester hours are allocated to specific courses. Some programs already offer multicultural education courses.
- Barbara Downs and Marie Irving from the Office of College and University Evaluation (OCUE) came to the meeting in response to questions about how a waiver could work for a multicultural education course, allowing the three semester hours to be spread across courses instead of being a dedicated course. They explained how the waiver process works for the special education course required in teacher preparation programs. Very few institutions of higher education have applied for a waiver for this course. To make a decision about a waiver, OCUE reviews syllabi, including the assessments, assignments, and readings, and ensures that the content listed in the regulation is addressed.
- Members added “assesses the knowledge, skills, and abilities” to the draft recommendation related to the multicultural education course.
- For the current DASA training workshop, the Department reviews instructor qualifications and requires a specific syllabus. The Department would not require a specific syllabus for a three-semester hour multicultural education course due to academic freedom of higher education faculty; the content of the course would be described in Section 52.21 of the Commissioner’s regulations. An example of draft regulatory language was provided for illustrative purposes only. A syllabus could be provided as guidance from the Department, which is not required.
- Members expressed that they would like candidates to learn about the protected categories described in the Dignity Act, prevention strategies for bullying in the classroom, and issues around students with disabilities.
- A member asked if the “multicultural education” course description could be changed to better reflect the content of the course. Some members did not want to change this description.
- Research supports the need for a course in teacher preparation programs similar to the one being proposed. Learning about cultural competency during a teacher preparation program decreases education gaps (e.g., stronger academic achievement, higher graduation rates, higher levels of college readiness).
- A member proposed keeping the current regulation as a possible recommendation. The Department has more control over the six-clock hour workshop.
- Some members felt that the survey created by the task force for educators who completed the DASA training provided evidence that the training is successful, while other members said that the survey showed that the training is not working.
- A stand-alone multicultural education course highlights that the content has value, giving it a different kind of weight.
- The members voted on the following three possible DASA training recommendations **for candidates who enroll in a New York State (NYS) educator preparation program and will be eligible to apply for a teacher, educational leader, or pupil personnel services certificate.**
  - a. NYS teacher, educational leader, and pupil personnel services preparation programs include a **three-semester hour multicultural education course** that addresses and assesses the knowledge, skills, and abilities related to the means for the prevention of and intervention in harassment, bullying (including cyberbullying), and discrimination in accordance with [section 14 of the Education Law](#). Institutions could apply for a waiver if they can demonstrate that they address the content across multiple courses. (19/26, 73% of members).
  - b. NYS teacher, educational leader, and pupil personnel services preparation programs **include in the curriculum** study that addresses the means for the prevention of and intervention in

harassment, bullying (including cyberbullying), and discrimination in accordance with [section 14 of the Education Law](#). (4/26, 15% of members)

c. Keep the current 6-clock hour DASA workshop requirement. (3/26, 12% of members)

3. Next steps

- The group agreed to vote on the following possible recommendations for the Board of Regents that were discussed at prior meetings through a survey.
  - All certificate applicants complete an online two-clock hour DASA training module that addresses the Dignity Act reporting requirements for educators and includes a built-in testing component.
  - Other service (e.g., coaches, teaching assistants) certificate applicants complete a workshop to satisfy the DASA certification requirement.
  - A single, research-based definition of “bullying” be adopted for Dignity Act implementation purposes. Laura reviewed a handout showing definitions of bullying listed in *The New York State Dignity for All Students Act: A Resource and Promising Practices Guide for School Administrators & Faculty* (from in the Dignity Act and U.S. Department of Education) and offered by the Queering Education Research Institute.
- The group decided to not vote on the following possible recommendation discussed at prior meetings: The Educating All Students (EAS) test needs to assess competencies that address the means for the prevention of and intervention in harassment, bullying (including cyberbullying), and discrimination in accordance with [section 14 of the Education Law](#).
- Two surveys would be administered: one for members present at this meeting and one for members not present. The surveys would be identical other than the survey for members not present at the meeting would have an additional question on the (above) possible recommendations regarding candidates who enroll in educator preparation programs on which the group just voted.
- The Board of Regents typically reviews recommendations in phases:
  1. Recommendations with no regulatory language.
  2. Proposed regulation amendments, where appropriate, for discussion that would be sent out for public comment.
  3. Proposed regulation amendments for final adoption if the Department determines that there are no issues after public comment.
- The recommendations, without proposed regulatory language, would be presented to the Board of Regents in May at the earliest. The presentation would allow the Regents time to discuss the recommendations and provide the Department with feedback for future regulation changes.
- After the Department proposes regulation amendments, they go out for a 60-day public comment period.
- It is not clear how the recommendations would move forward to the Board of Regents due to the lack of consensus. The Department leadership will review the votes from the meeting and survey and decide how to proceed.
- Laura will update the task force on Board of Regents and Department activities related to recommendations.
- The Department will identify effective dates that would allow a period of planning for any program and/or certification changes.