



**DASA Task Force Meeting Notes**  
**November 9, 2017 (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, Grant Cowles, John D’Agati, Cynthia Gallagher, Mary Grenz Jalloh, Gloria Jean, Agatha Kelly, Terry McSweeney, Gina Miller, Elizabeth Payne, Jody Polleck, Eoghann Renfro, Renee Rider, Mara Sapon-Shevin, Andrew Shanock, Toni Smith-Thompson, Jolynn Thaikal, Ron Woo

**Members on WebEx:** Natasha Capers, Trace Lahey, Jeffrey Mongelli, Christy Smith, Shirley Sommers

**NYSED Staff:** Laura Glass, Kelly Grace

**Guests:** Ann Horowitz, Counsel to New York Assemblymember O’Donnell

1. Analyze data from the DASA Training Survey for P-12 Educators and Approved Providers
  - Ann Horowitz shared that Education Trust – New York recently released [a report](#) showing the mismatch between the diversity of students and teachers in New York State, which was described by Ali Michaels at the last task force meeting.
  - The DASA Training Survey for Providers was sent to the point of contact for 164 approved DASA training providers. The survey was open from October 24, 2017 to November 6, 2017. There were 133 providers that started the survey (81% response rate). The point of contact may or may not be an instructor.
    - Members thought it would have been helpful if more instructors took the survey.
    - Almost half (47%) of respondents were from four-year institutions of higher education.
    - More than half (56%) offer the DASA training in a face-to-face format, one-third offer the training as a hybrid of face-to-face and online, and 10% offer the training in both formats.
    - When the training is offered as a hybrid, almost all respondents offer the online portion for three hours.
    - 77% offer the DASA training as a stand-alone workshop.
    - Over one-third (37%) of trainers are full-time faculty members and another third are adjunct instructors at an institution of higher education.
    - 67% would like some, moderate, or extensive curricular support (e.g., resources, materials) to effectively address the objectives in the state-required DASA syllabus. One respondent suggested “train the trainers” training.
      - Should there be a thoroughly vetted “resource bank”?
      - Could have refresher courses for providers/instructors. There is constantly new information on issues (e.g., transgender status), but current trainers don’t necessarily have this information.
    - 59% would like some, moderate, or extensive additional training (e.g., best practices) to effectively address the objectives in the DASA syllabus.
    - The issues or student populations identified in the Dignity Act where providers felt that they need the most training were gender identity or transgender status (28%), sexual orientation (15%), and race (14%) (more than one topic could be selected).
    - Members discussed why individuals’ ratings of the DASA training varied. Diversity trainings that are least challenging to one’s identity are rated more highly.

- The Queering Education Research Institute and other are working on Train the Trainer modules for Dignity Act Coordinators and modules for support staff. Need for this for others too, such as classroom aides.
  - There are faculty teaching diversity courses, but the courses are electives and not required. Another member thought that instructors of these courses drew the “short straw”. Instructors who teach diversity courses often get lower course evaluations.
  - The field of teaching is not diverse. One way that instructors from underrepresented backgrounds have made their way into institutions of higher education is by being experts in fields related to diversity.
    - Understanding how systemic marginalization and how it impacts students is most important; even if an individual is not an expert in all enumerated categories listed in DASA, if they have expertise in some categories, then they have the needed knowledge.
    - Another member cautioned about this assumption based on experience.
  - Need to pull out the different needs of instructional and non-instructional staff. The requirements for the DASA training can depend on the service level in the regulations.
  - The DASA Training Survey for Providers was sent to 9,000 randomly selected individuals who completed the DASA training. There were 172,696 individuals who completed the DASA training either through a stand-alone workshop or through an educator preparation program from December 31, 2013 (the effective date of the training requirement) through October 13, 2017. The survey window was open from October 26, 2017 through November 6, 2017. There were 563 individuals (6% response rate) who started the survey.
    - Almost half (49%) of the respondents were classroom teachers and approximately the same percentage of individuals completed the training in 2014, 2015, 2016, and 2017 (19%-25% each year).
    - One-third of respondents completed the DASA training at a four-year institution of higher education and 26% completed the training at a BOCES.
    - The vast majority of respondents completed the DASA training as a stand-alone workshop (87%) and in a face-to-face format (78%).
    - Respondents rated how well the DASA training provided them with the skills outlined in the DASA syllabus from strongly agree (1) to strongly disagree (5). The mean ratings ranged from 1.83-2.28. When asked about their preparation in each of the DASA enumerated categories, their mean ratings did not vary much between categories (2.04-2.25).
    - The qualitative comments varied widely from the respondents learning a lot to not learning anything. Some respondents wanted intervention strategies and other respondents pointed to the inclusion of LGBT content as the reason for their negative response.
      - It is hard to determine how much a respondent learned in the DASA training without a pre- and post-test. There should be a statewide assessment for those who complete the training. Could the Educating All Students Test assess the training, including biases?
  - Possible recommendations include: having a resource bank with a panel to make suggestions; support for instructors in the form of train-the-trainer and/or refresher course, which could be required for re-registration of the training; and an assessment at the end of the training.
  - A member noted that we are not here to change dispositions, we are here to change outcomes.
2. Discuss the DASA training options from a legal and regulatory perspective
- Laura reviewed the certification and program registration regulations that could inform the task force’s recommendations.
    - Educators in the classroom teaching, administrative, pupil personal, and other school service (e.g., Teaching Assistants, Coaches) must complete the 6-hour DASA training for certification

- according to Section 80-1.13. All certificates currently require the same training with regards to time and content. Certificate applicants currently complete the training once, regardless of the number of certificates for which they apply in the future.
- Section 52.21 outlines the requirements for candidates who complete NYS approved programs leading to teacher or educational leadership certification. It requires a pedagogical core for teacher candidates that covers several areas, such as human development, classroom management, and technology. It does not identify a total number of pedagogical core semester hours, but does require a specific number of hours for two topics (students with disabilities and literacy).
    - The Clinical Practice Work Group may be increasing the number of days of student teaching, which would increase the number of credits for the student teaching experience. These credits would compete with other program requirements to stay within the minimum 120 credits in undergraduate degrees.
    - Could collaborate with the Clinical Practice Work Group. The work group is recommending that the pedagogical core requirements be connected to practice.
  - In-state certification applicants choose the NYS approved preparation program (Section 52.21), comparable program in another U.S. State or Territory (online program), or individual evaluation pathway.
  - Out-of-state applicants choose the comparable program in another U.S. state or territory, endorsement (reciprocity), or individual evaluation pathway.
  - Some possible options for the DASA training within certification type from a regulatory perspective were shared: require the same experience for everyone (workshop and/or course); require 3-credit multicultural education course for NYS preparation programs; require 3-credit multicultural education course, but allow applicants not in the approved program pathway one year to complete the course, and many others.
  - What should be the length of time for the DASA training for all applicants within a certificate type? The task force member responses are below.
    - Need to think about why multicultural education matters. We are looking at an “achievement gap” versus an “expectation gap”.
    - Need to look at the individual evaluation pathway as well. We rely on out-of-state teachers to fill the gaps. Need to be cautious of the teacher shortage. Recommendations should be equal in strength for all.
    - Anti-bullying work and diversity work cannot be done separately. Anti-bullying work moves away from deviant behavior that targets difference.
    - There is more control over the syllabus in a workshop format. In a course, there is no control. If the recommendation is a 3-credit course, the control would go away.
    - Make the language in the pedagogical core requirements in Section 52.21 more explicit about the ideas in DASA and also require a workshop about mandated reporting.
    - For principals, the new Professional Standards for Educational Leaders emphasize culturally relevant education.
    - Would like to see a 6-credit course with a clinical component; ask for more than you might get. Should attempt to get as many hours as we can get and a separate training to deal with technical ideas.
    - Need proactive training. Require a 3-credit course plus DASA training on reporting requirements that could be online. Could give out-of-state applicants a number of years to complete the course.

3. Review the Office of State Comptroller [audit of the implementation of DASA in school districts](#)

- Co-chair Renee Rider briefly reviewed the Implementation of the Dignity for All Students Act report released in October 2017 by NYSED.
- The audit of the implementation includes key findings and recommendations for school districts.