

TAGAC November 1, 2017 Meeting Minutes

Attending (members' names bolded):

**Scholle Sawyer-McFarland, Jessica Colby, Meghan Whitaker, Mike Marsden**, Heidi Owen, **Megan Robertson, Nicole Iroz-Elardo**, Tanya Awabdi, **Deborah F**, Margaret DeLacy (OATAG), **Eric Houghton**, Jane Chaddick, Paul Anthony

I. Call to Order & Preliminaries

- A. The TAG director (Andrew Johnson) won't be here tonight after all. Introductions.
- B. Discussion of homeschool or self-study SSA in Math logistics (BYU, Stanford Math, Johns Hopkins). Families being told that Math acceleration not possible in 6th grade. (specifically, 2E student is #1 on ACCESS waitlist for 6th grade and clearly being denied services at neighborhood school.) History of SSA and math acceleration "ban."
- C. Announcement: PPS TAG dept & OATAG conference is on Saturday. Teacher tickets not all gone yet, taking parents on waitlist through some mystery mechanism. Please join OATAG board so we can keep doing awesome conferences. [Margaret]
- D. Announcement: State approved change to OAR to require every district to submit confirmation of Div 22 compliance, will be posted publicly. As of Feb 1st, new rule articulates the process by which compliance status is made public (post on PPS website) (although it was supposed to be publicly communicated all along). Leaving the box blank is not a real option. Last year, for PPS, it was unchecked when shared with public but checked and unsigned when filed with DoE. State Board of Education is starting its budget process. Time to remind staff and administrators that compliance will be made public, esp if concerned that PPS is out of compliance. Next question - what happens if district writes but does not follow its own compliance plan? Public documentation makes writing complaints a lot more clear-cut. [Margaret]  
[<http://www.oregon.gov/ode/rules-and-policies/StateRules/Pages/Division-22.aspx>]
- E. **ACTION ITEM**: check minutes of state Board of Ed to confirm whether PPS reported self in compliance. Discuss before January an advocacy action plan and put in motion ASAP. (Check September hearing, ask Kim Sordyl?)
- F. Motion to adopt October minutes (Nicole) second (Jessica)

II. Old Business

III. Committee Sessions: Equity Committee

- A. Jessica would like to join Equity Committee (yay!).
- B. Most equity outreach happening on Facebook.
- C. Meghan has been working to facilitate discussion between TAG dept and SUN staff re: input to identification/nomination. No response from TAG dept.  
Q: at Scott, SUN school kids are nominated to attend based on need (mostly under benchmark) - cautions that varied methods of placement in SUN may provide some unexpected biases to be aware of. Many schools, parents just sign up. Does it vary based on who runs the program (contracted out)? [Nicole]  
A: Get in touch with the various providers to ascertain viability/approach.
- D. Adding TAG to the Response to Intervention - status?  
**ACTION ITEM** (ask TAG director).
- E. Q: Adding TAG to Kindergarten screening in some way? OKA is probably not a useful method. Need more ideas on this.
- F. Board has asked about having another TAG parent survey - this is the year to do it. Andrew has been on the job a few years. What are appropriate questions to get at equity issues? Deborah, Megan & Jessica enthusiastic about working on content. Keep a fair amount from prior survey and figure out what needs to be adjusted. [Scholle]

- G. Q: There are professional groups who could help ID (ESL, pediatricians, speech pathologists, occupational therapists, etc.) - how to leverage? What info do they have? Who do they think we are missing? [Margaret]
- H. Q: Offer professional development to non-school professionals? Share TAG ID process with professionals to circle back with families. [Nicole]

#### IV. New Business

- A. Had initially asked TAG dept for update on TAG services for next year. Andrew felt it was too unclear at the moment. Andrew planned to talk about HU direction.  
**ACTION ITEM:** ask Andrew for documentation or presentation to share with us online.
- B. TAG endorsement discussion. TAG dept ability to provide PD is quite slow (26 years at last reported rate). In other states, education institutions offer a TAG endorsement. See handouts (NAGC State of the States in Gifted Education, Models for Teacher Training).
  - 1. Can we pull together a summary of this information to share with Superintendent to show what we're starting with? [Deborah]
  - 2. Julia Esparza-Brown has expressed interest in this area. Let's get her advice. [Scholle]
  - 3. AZ Dept of Ed offers an endorsement. Institutions as well. Provisional & Professional endorsement options. Tucson similar to PPS. Test every Kinder. If >90%ile, then 1st grade regional self-contained classroom with endorsed TAG teacher. Magnet school as well. Other points of entry as well. 90 mn/wk pull out model for 8th stanine or those who don't want self-contained. Tucson has 85 TAG certified teachers. [Nicole]
  - 4. Endorsement -v- specialization. [Margaret]
    - a) Endorsement a requirement of the employer. [SpEd, e.g.] Specialization is something that the employer can prefer but cannot be required. [autism specialization, e.g.]
    - b) Angela Allen says she runs into a lot of teachers who've received training at Eastern, but it hasn't been approved by Oregon (TSPC [Teacher Standards and Practices Commission](#)) as legit.
    - c) PSU would have to decide they want to offer this and get the coursework approved by TSPC. PSU is offering an online course in TAG this fall; instructor has no OR experience, not part of approved specialization.
    - d) Expense -- perhaps a grant to fund interested teachers.
    - e) Evidence of demand - show PSU as motivation. PPS has a role in demonstrating this.
  - 5. Q: this sounds great. But frustrated - even at ACCESS, teachers are being deposited into roles despite lack of experience. We're told this is due to union rules and it can't be changed. How do we impact this? [Deborah]  
A: Margaret called everyone to ask about this. Lots of specialized programs require specific teacher attributes (DLI, for example). If a principal is hiring for a program like ACCESS, can "prefer" attributes.  
Nicole adds - but only if there is a net gain in hiring. If there is a net loss, then seniority prevails.
  - 6. Q: approach chicken-v-egg - make "provisional" a very low bar. If PPS and Beaverton said we are preferring this, wouldn't that get the ball rolling? There appears to be interest on all sides. [Nicole]  
A: need to work with TSPC to make it happen for a formal qualification. Union would require it to be formalized. The biggest advantage is that those teachers have opted in to working with these kids - they want to be there. [Margaret]
  - 7. Scholle: WA State - unclear if there is a formal qualification, but there is a new initiative which includes developing online learning modules - a whole section on identification, specifically HU students (see handout). Equity goals are in WA state law and explicitly part of the training.
  - 8. Margaret: WA does have a TAG specialization. UW has a stand-alone gifted learning center to help drive this. Specialization only out of Whitworth. We need a big public university to take this on.
  - 9. Jessica: To roll out what Superintendent wants to do, we'll need a lot of qualified teachers.

10. Q: Need state TAG funding. Julie Parrish's bill allocates \$xx/TAG student. WA allocates \$400/student. Need funding attached to kids to drive forward. Can it be tied to FTE instead of per student? This is the time that funding for the coming biennium is put in place. OR does include differentiation in training. [Margaret]
11. Q: Is there any point in credentialing where giftedness is covered?  
A: Special Ed is covered, TAG gets about 10 minutes. State priorities are to get kids to benchmark. We have 3rd graders with high enough test scores to graduate. The minimum graduation cut-off is an 8th grade level in reading. [Margaret]
12. Q: Who wants to be TAGAC liaison with Margaret on state funding? A: Nicole.
13. Paul: Margaret & I should talk w lobbyist at OSBA. Also with labor negotiator to get a straight answer on what's allowed by union.
14. Mark: Out of state teachers who are reciprocally allowed to teach here - need to be able to recruit based on appropriate jobs.  
Margaret: OR is apparently inordinately difficult re: reciprocity.
15. Q: Curious to hear how Superintendent will staff this distributed model.  
PD/certification/endorsement expectations? What's the plan?
16. Margaret recommends working with Noel Tamez (PPS TOSA) on this.

**Tabled:**

- 10/11/2017 Recommendation to Board regarding next steps for regional services model. (Scholle)
- 11/1/2017 Discussion: next steps re: ACCESS admissions (Deborah, Megan R.)
- 11/1/2017 Discussion of ACCESS high school component (see handout)