

October 14, 2020 meeting notes

*Attendees (members' names **bolded**):*

Linda Smith [PPS Director of TAG/IB], **Tanya Awabdy, Megan Robertson, Eric Houghton, Marnie Faust,** Margaret DeLacy, Jane Chaddick

*Due to the Covid-19 pandemic, this meeting was held via video conference.*

## **I. Call to Order**

- A. Introductions
- B. Call for additional agenda items
- C. Announcements

OATAG: WAETAG conference is taking place this weekend. OATAG is the following weekend (October 24th). NAGC conference is in November. There is a lot going on at the state level. The Dept of Ed has convened a Rules Committee which is reviewing all the OARs individually. As part of it a separate committee is discussing terminology - "at risk" for example has multiple meanings. (other ex: 'underserved', 'partnership'). Margaret is pushing to include TAG in 'underserved' in part because if it isn't included then TAG is not reported out as a demographic category (but shares that she is not getting traction). ODE is completing its budget request. Margaret is still following up on getting TAG students named as a stakeholder, alongside parents. OATAG is still compiling a list of all the district-level TAG leaders. Angela Allen is also working with TAG liaisons on renaming "potential to perform." [Margaret]

## **II. TAG during CDL (comprehensive distance learning)**

- A. The current state of affairs: TAG Dept update (Linda)

Linda is still visiting classrooms for the state TAG investigation and has been in ~60 virtual classrooms in October. Teachers are working so hard. Student engagement is increasing - much better than the spring was. The classroom visits have been very positive. Unsurprisingly, it is not at the level we need it to be at despite really amazing efforts and parent and student engagement. Schools are figuring out what formative assessment really is. Throughout the week as we go into classrooms, we visit large group synchronous classes and then visit breakout rooms later in the week and see evidence of flexible grouping in action. There is a big opportunity now to reinforce how beneficial flexible grouping is and the goal is to extend that into in-person classrooms in the long run.

[Margaret] How will ODE's forthcoming recommendations translate to the brick and mortar situation (teaching remotely is so different)? Also, how can we help?

[Linda] That's a question for Angela, although I think what we're seeing is similar to what we would see in person. And we may well be in video breakout rooms off and on for the foreseeable future. Thank you for the offer of help - we are absolutely looking for professional development. Open to whatever ideas you may have.

[Margaret] OATAG has a list that I will forward. We have also licensed some administrator-level presentations that we could share. We are looking for educator materials as well. There are some training modules on the NAGC website.

[Linda] Professional development (PD) on rate and level has been made available to schools. All PD has moved to the Canvas platform. All educators have access to TAG modules. TOSAs are spending a lot of time working with STEAM and humanities to provide best practice support to teachers as lesson plans are being distributed to them (content-specific, as possible). Accessibility to this material is a huge win since we are no longer dependent on scheduling TAG facilitators to deliver it during in-person meetings with a lot on the agenda. Putting this accessibility in place is a long-term change.

- B. Outreach pre-TAG identification: publicize TAG nomination deadline and Linda video; outreach to TSI/CSI admins to encourage teachers/staff to nominate?

Linda: We've relied on manual processes to do all this (paper and pencil) and PPS is way too big for that.

Thanks to the pandemic, we are redoing all of our processes, which is a huge effort. The nomination form this year will be digital but it's not ready yet so we haven't been able to post it. We anticipate getting it sorted out this week. 1381 students could be nominated in Math and/or Reading based on 2020 Winter MAP scores (776 Math, 675 Reading) - those schools and families will specifically receive information about nomination shortly once the form is available. (There were no spring 2020 scores due to pandemic.) The long-term goal is that there is no identification window - it's just part of the cycle of MAP and other assessments, but to do so, ownership has to move into the school. Any TSI/CSI school administered MAP to K-2 and we have those scores (addressing questions about ACCESS eligibility).

[Jane] What tools do teachers use to assess above grade level? If a student is testing out of pre-unit testing time and again, DOK 3 and 4 is suitable but at what point does it make sense to say 'hold on, this kid is ready for higher level content'?

[Linda] There are a lot of ways this can be addressed, and DOK 3 and 4 will always be meaningful.

[Jane] But there's no option to just move on.

[Linda] There are so many considerations though as kids move along through the grades. The Doogie Howsers are out there. It's true some kids will need to be accelerated in math (SSA).

[Jane] What's going on with SSA this year?

[Linda] Because we couldn't test in the spring, we worked with Math Dept and the Office of Student Performance, and made a plan to use MAP etc. But then MAP was pushed back to later in the year. If needed, the schools have been asked to place students appropriately (prior to Q2) using the data they have and then to share the information with the TAG department. We will not be moving back to the old ways that didn't work well. We'll take what's working now, at the school level, and formulate a new way. The conversation is between the family and the math teacher and then administration can fill out paperwork.

[Tanya] 2nd grade screening has been pushed to spring, right? So the nomination process is what we're relying on to ID kids right now?

[Linda] Yes, we plan to offer 2nd grade screening, but if everyone opts out and PPS cancels it, then we have to fall back to offering it at parent request.

[Margaret] What is Special Ed doing?

[Linda] They don't have the volume that TAG does, so they are able to find a secure place for assessments. I've asked for the same for TAG - there is room in the schools to make it happen.

[Jane] If we don't go back to school in person, what happens for ACCESS?

[Linda] We can use scores from the past several years. I cannot imagine we won't do some sort of district-level data this year - that would be a mistake. We'll use what we have and we'll be creative.

[Tanya] Of course, we have to talk about equity.

[Linda] Yes, all the schools have been told: start serving your highly capable students (whether or not there is prior TAG identification), and nominate right away. Don't wait until November. Talk to families right away.

[Jane] MAP needs a PR campaign so families understand its utility and that it is formative - that allows teachers to know where kids are at in terms of what they need.

[Marnie] Has your presentation been translated?

[Linda] Yes. The video is in English but the presentation is available in translation.

[Tanya] How do families know about it?

[Linda] Schools are showing it at back to school nights, which have often been asynchronous. TAG facilitators have it. We'll send out updates to schools (weekly newsletter) once the nomination form is live. We just don't know what the numbers might look like this year, given that families are under so much stress with CDL.

[Linda] We now universally test 3-8 with MAP and there's the 2nd grade intellectual screening but nothing else universal in K-2. Last year, the TAG department licensed online NNAT so we have it, whenever we get an ok to administer it. Kids can take it at home. Or we can set up testing centers in

neighborhoods. It's a 30-minute test.

[Margaret] We'd have to offer it on weekends or evenings to accommodate working parents.

C. Outreach to current TAG families: How's it going?

Is it worth doing a survey? Send an email blast?

[Linda] Angela has already sent out surveys to all the constituents; it doesn't seem like a PPS survey would provide more info. Things aren't all that different than they were - parents and teachers need to connect, just as they always have.

D. Resources for new and current TAG families:

List of reasonable expectations to advocate for, list of supplemental online resources

(Linda video: [https://drive.google.com/file/d/1OuFr93GFYW81cj\\_ZwqUASiYVvcswEAqF/view](https://drive.google.com/file/d/1OuFr93GFYW81cj_ZwqUASiYVvcswEAqF/view))

E. Resources for teachers: TAG PD happening this year?

[Margaret] Can any teachers you're observing offer tips or PD?

[Linda] The district is writing all the lesson plans, but it's in how the teachers make it their own. We could ask teachers to record themselves but that can make folks feel vulnerable.

[Margaret] Or maybe have a round table discussion between 3 or 4 teachers about how they are approaching things that, recorded and distributed?

[Eric] Can TAG facilitators point to instructors who are doing a great job?

[Linda] Maybe, if they are APs or instructional specialists. Classroom teachers would need coverage for their own classes to be visiting other teachers' classes.

[Margaret] What about a TAG teacher of the year award? Is that the kind of thing we do in PPS?

**III. Outreach and Advocacy**

A. TAGAC website

B. State level advocacy

**IV. Questions from guests**

Comment:

**V. Meeting adjourned**

Next meeting on Wednesday November 4th at 6:30pm (**first week of November!**).

November 4, 2020 meeting notes

*Attendees (members' names **bolded**):*

Linda Smith [PPS Director of TAG/IB], Scott Bailey [PPS Board Member], **Tanya Awabdy**, **Jessica Colby**, **Megan Robertson**, **Eric Houghton**, **Marnie Faust**, Margaret DeLacy [OATAG], Susan Rosenzweig

*Due to the Covid-19 pandemic, this meeting was held via video conference.*

## **I. Call to Order**

A. Introductions

B. Call for additional agenda items

Jessica: a group is working on how to standardize the MAP testing process.

C. Adopt [May](#) and [October](#) meeting notes (VOTE)

Moved by: Tanya

Seconded by: Eric

Vote: YEA

D. Appoint TAGAC chair and vice chair (VOTE)

Slate: Tanya Awabdy Chair, Jessica Colby Vice Chair

Moved by: Megan

Seconded by: Eric

Vote: YEA

E. Announcements

OATAG: The conference went well despite some technical difficulties. OATAG would like to continue to hold literacy events throughout the year but everyone is exhausted so scheduling is uncertain. The people who are slated to take over education committees at the state level will do so since they have been re-elected or are incumbent. The legislature is still talking about definitions and administrative rules. Margaret is still working on including TAG in the definition of underserved in order to see reporting (TAG is included in ESSA but isn't reported out) - it's a complicated discussion that doesn't immediately garner a lot of interest. There are a couple of interlocking committees involved - one focused on terminology, one on rules, one representing underserved groups.

Q: It looks like the state is dropping a lot of AP support this year. (Margaret)

A: There was a grant for districts to apply for but budget cuts have eaten into that. Districts are having to find funds for underserved students on their own. Not such a big number for IB but it is a large number for AP in PPS. (Linda)

[Margaret] Also PPS is not offering PSAT this year, which is hugely unfair to underserved students.

## **II. TAG during CDL (comprehensive distance learning)**

A. The current state of affairs: TAG Dept update (Linda)

We are sending out postcards for the 1300 possible nominations instead of email in order to be clear about the specific child in question (last year's MAP scores). They are ready to go.

Q: how many students are TSI/CSI/title 1? (Tanya)

A: I don't have it disaggregated that way, just by school. We could figure it out. I can tell you numbers for last year's 1st and 2nd graders. (Linda)

Q: Does every school have potential nominees? (Margaret)

A: Yes. We have seen an increase in nominations in underserved populations. (Linda)

Nomination forms will be available tomorrow (Nov 5th). There are parent, teacher and facilitator forms, with a link that is unique to each school. And then we've had to train everyone on how to use them and complete the process..

Q: Are the links going to be on the school website? Or they have to ask the teacher or facilitator? (Tanya)

A: It could be on the site or a newsletter, but definitely the TAG facilitator will make the link available by request. (Linda)

Q: I'm not following why each school needs its own forms and links. That seems complex. (Megan)

A: Because the process is being managed at the school level and this is how IT implemented it. (Linda)

Comment: I think a list of schools and links on the TAG website would remove a hurdle, if the facilitator or teacher is not receptive. Some people want to go do their research on their own rather than asking the school or a staff member. (Jessica)

Comment: TAG facilitators are the point of contact and have extended responsibility and compensation to manage this process. (Linda)

Comment: What about families that don't have reliable digital access? (Margaret)

Comment: Facilitators and teachers can initiate the process and complete the nomination and it has been messaged that they need to do so. The TAG department monitors what's happening. (Linda)

Q: What is the deadline for submission? (Tanya)

A: December 4th (Linda)

Q: Could IT create a page of these various links for the TAG department? (Scott)

Comment: We are having a lot of issues with Mailman email so we are switching to Google Groups. We will look into linking these forms on the TAG site. (Linda)

Q: How is delivery of TAG services happening right now? My daughter is in 9th, their school is doing the 4x4 schedule and restrictions have been put in place. According to Grant VP, they are not allowing students to accelerate in courses as a result of 4x4 based on equitable access and teacher workload. He says this is a policy all 4x4 high schools are holding to. But there's no consistency because other HS are doing different things. (Susan)

A: They have to meet rate and level. (Linda)

Q: When you ask Chief of Schools (Shawn Bird) about that, please cc: me. (Scott)

A: Of course (Linda)

Comment: In the 4x4 schedule where a student is completing the year's math in the fall, it makes sense to be able to take another math class in the spring instead of waiting until the following year. (Eric)

Linda: We finished up ODE school visits last week and we are seeing much the same thing as we saw in brick and mortar - teachers are doing their best. We are seeing things that are working. We do see that teachers are becoming more comfortable in the distance medium. Some teachers get it and some don't. The teacher training is not in place in this state to support differentiated instruction. Formative assessment is the key in feeding differentiated instruction. But even more essentially, building personal relationships is really challenging right now and without that personal understanding, it's impossible to know if a child is being met at rate and level. On the plus side, over 400 teachers accessed the TAG PD on Canvas this fall. We are putting out more PD on formative assessment and flexible grouping - there are huge opportunities. Once we have a broader array of formative assessments that we can administer strategically, we'll be able to meet kids more appropriately.

#### B. Board update (Scott)

Scott: Teaching online takes way more time and everything is really hard. Student connection is very difficult. Tuesday, we'll have an update on reopening and metrics. We get all kinds of parent feedback about reopening. We get a lot of informal teacher feedback about the viability of reopening. We have been considering a bigger reopening discussion with health experts, parents and teachers in the coming months. To actually have kids in school, we need at least an 8 week lead time (bus drivers need to be hired, for example). I don't personally imagine that can happen this year, but who knows?

Scott: The dyslexia presentation to the board was really great. ( <https://youtu.be/AD-io9bTZh8> ) Three TOSAs did presentations on how they teach and how the brain works. (note: Dyslexia TOSAs work

directly with students and teachers.) I think the next study session is on the district Foundation and what they've been doing (after the next board meeting). A huge planning process is coming up around the Jefferson cluster (Center for Black Student Excellence). Feel free to ping me any time regarding questions that should be asked with respect to TAG.

Scott: Of course, the SE enrollment balancing process that is underway. Re: ACCESS relocation to the Terwilliger Building, staff is hoping the current tenant may leave the site early. It will take time to get the building ready. It is acknowledged that there is land capacity for growth, even if not in the existing building.

Scott: Continuing to work with Jonathon to work out how advisory committees work and report out, etc.

Jessica: Please ask the board if they would like to have a study session focused on TAG and equity.

### **III. Outreach and Advocacy**

A. TAGAC website [tabled]

B. Coalition to lobby teaching colleges [Jessica]

How do we influence what's happening at the credentialing institutions? Multiple student communities see the need for teacher prep to be expanded. How do we build a coalition to push the legislature? PPS itself hasn't been able to get it done.

Margaret: the Teachers Standards and Practices Commission (TSPC) is essential. It would be easy to allow teachers coming in from other states to have licensure notes beyond what's available in Oregon. There's always a chicken and egg problem. Districts can't offer a new thing or hire for a new thing without the teachers being available. But universities won't offer the credential because there's no apparent demand. We have a TAG specialization but it's expensive and hard to complete (not available as a distance option). NAGC is coming out with a State of the States report soon (after four or five years) (compiled by the Association of the State Directors of the Gifted).

### **IV. Questions from guests**

Comment:

### **V. Meeting adjourned**

Next meeting on Wednesday December 9th at 6:30pm.

December 9 2020 meeting notes

*Attendees (members' names **bolded**):*

Linda Smith [PPS Director of TAG/IB], Scott Bailey [PPS Board Member], **Tanya Awabdy**, **Jessica Colby**, **Megan Robertson**, **Eric Houghton**, **Marnie Faust**, Margaret DeLacy [OATAG], Ginger Tayler [ACCESS principal], Jenny Staab, Jane Chaddick

*Due to the Covid-19 pandemic, this meeting was held via video conference.*

## **I. Call to Order**

- A. Introductions
- B. Call for additional agenda items
- C. Adopt November meeting notes (VOTE)  
Moved by: Tanya; Seconded by: Jessica; Vote: YEA
- D. Announcements

One of OATAG's goals is to work on professional development for teachers. I am working with the TSPC. Teachers with a gifted MA from another state can't transfer credentials over to OR, for example. If you recall when Lane Schaefer came, another goal is to adjust the administrative rules to include students as constituents, alongside parents and teachers, with respect to TAG. We're working to get this piece included in bills that are in development. I am also working on a Div 22 rules committee. Angela Allen came to a session and discussed adjusting the rules governing portability of TAG ID between districts, creating a more explicit definition for TAG potential and implementing universal screening. OATAG is considering outreach/resources for parents and how to distribute them. There is an OATAG oard meeting this weekend. [Margaret]

Q: Do you know if the TAG potential will include flexibility in identification? [Tanya]

A: It's intended to give wiggle room around test scores so that rate and level can be met. The statute is meant to ensure assessment happens and rate/level are met. [Margaret]

Comment: My son's math teacher suggested that he should take 2 blocks of math. To do that we'd have to drop out of Spanish immersion. Some people have been told that it's impossible, so I was surprised that the teacher suggested it. Also, my daughter's science teacher (6th grade) asked if she were TAG ID'd in science and asked if it were ok to nominate her. I was not aware that this was a possibility but it sounds great and I'd like to see what happens. [Eric]

Teachers are authorized to provide rate and level education in any area. Identification does not need to happen. [Margaret]

## **II. New business and updates**

- A. 2021 ACCESS application and admissions (Ginger Taylor, ACCESS principal)  
The fall MAP cycle and universal 2nd grade screener are usually great tools for IDing kids who may be suited for ACCESS. It's been intense to come up to speed on all the platforms and instructional demands and we are now strategizing (along with VP Corona and Judy Brennan from the Enrollment & Transfer office) to flesh out what the enrollment situation is this year and what the next steps and implications are. We brainstormed a good list of existing data that we can use for admissions (eg: last year's MAP fall & winter scores) and for targeting information dispersal. We can go back several years (Linda, wasn't there some additional data on last year's CSI/TSI first graders?) The TAG nomination window has been extended to December 18th. Coordinators around the district have been working together to figure out how to assess TAG during these times. We are still working to identify possible assessments that kids can complete (NNAT3 or MAP online) [Ginger]

I don't have a lot to add; I had hoped we'd be back in person in February-ish. We may not be able to

screen all 2nd graders but can focus on those who've been nominated. I don't yet know if MAP will be conducted in the spring; I haven't heard of any plan. We can definitely administer NNAT3 digitally because I assume parents will help us get it done, with a proctor. We are preparing to test. System Planning & Performance says we can use ID numbers to have kids log in and complete MAP testing as before (likely to be older grades). We're definitely in flux. I want to be able to do testing centers in the spring in walkable locations; I have staff prepared to do that. [Linda]

Q: Is it going to be hard to target kids who had high scores from the last several years? In the past, we've heard it's difficult. [Tanya]

A: I think my data clerk can sort it out but I don't have all the information. Part of the district discussion has been moving ahead with ACCESS applications, knowing that the testing will come in when it does, which may delay the lottery. [Linda] We met prior to the county numbers increasing again, so I'm not sure how much of our brainstorming will work out. Regarding your question, I know that people in the district want to get the job done and we can tap other resources for support. [Ginger]

Comment: Thinking about who the potential applicants are, it's really the 3rd grade class that needs attention. [Tanya] Agreed. The qualification data can come later, after the application, which will have downstream effects. We've seen that before. We're just going to have to be flexible. [Ginger] We have a decent waitlist for 2nd grade this year (20-21) so hopefully that will help with next year's 3rd grade.

Comment: The application window will open the first week of February. I have taken a pass at figuring out open slots. Those materials will be on the website shortly. <https://www.pps.net/domain/3784> [Ginger]

Comment: We have a pool of fifty+ 99th %ile kids in 1st and another 50+ in 2nd now. I asked my clerk to pull this data recently. We have prior lists of eligible students at all grades. [Linda]

Q: What are ELL and SpEd doing for evaluations? [Margaret]

A: There are evaluation centers but the SpEd evaluations are very slow and the district has been staffing up. [Scott] There is an ELL testing center and most of that was done prior to school starting in September. [Linda]

Q: Can those centers be flagging high scoring kids for us? [Margaret]

A: I'll ask about that. [Scott]

Comment: The Board is focused on doing individual assessments just as soon as we can do anything in person. MAP has to get administered in order to understand what the situation is for each kid. I participated in a variety of classroom visits this past week (15mn each) and connected with principals afterwards. There was a lot of engagement over all, with more challenges in the CSI/TSI schools. Teachers are exploring so many different paths to engage. Everyone is much more comfortable with how things work now. Some kids are doing really well, which is interesting. The next question is how do we continue the benefits of the current situation for those kids, when we do return in person. Plans have been started to figure out the logistics of how to have pre-K/K on site. Knock on wood, I hope we're looking at in-person or hybrid in the fall. And the priorities will be socio-emotional and evaluation. [Scott]

So what's next? I think we're in distance learning for the remainder of the school year. Information meetings will be virtual this spring, I'm certain. I'll ask for parents and teachers and students to participate and talk with prospective families. We'll send outreach digitally and I am hoping parents will help us put together those materials. I feel that families will be very interested in the news about our recombined student body at one not-collocated site. Staff is tapped out keeping up with their teaching work. I could really use more support from the larger community. [Ginger]

Comment: ACCESS has had a waitlist for most of its existence. The constraint has always been space. It might be worth thinking about a virtual section to allow more students to enroll, and to support those kids



who thrive with that style of engagement. [Margaret]

That is a really interesting idea. I do not know what the teacher contract negotiations will allow. [Ginger]

Q: Is there room to grow at the new location? It was a board priority to grow ACCESS enrollment at one time. Is that still on the Board's radar? [Eric]

A: There isn't room for growth at the moment. There is room on the property however, especially if ACCESS were to be looped into a future bond. Superintendent Guerrero is committed to doing a visioning process to figure out what the approach should be. Not just physical space, but also looking at a more robust offering. We don't have music or choir for example, which are areas of giftedness. [Ginger]

Q: There is a major need for an ACCESS high school and maybe 8th graders could be housed with the older kids. [Margaret]

A: I think we're headed for surplus high school space based on how big we're building and how city demographics are playing out. I think there will be room at high schools for collocation. Fertility rates are very low at the moment. [Scott]

Comment: I worry about the population growth showing up later and then there being no space for ACCESS in a collocation at a high school. [Jessica]

Comment: Scott knows more than I do about what other buildings may open up down the road. Terwilliger is the only viable option and it will be available soon. I'm happy with it! [Ginger]

Q: So you're saying there might be a situation where kids could apply and submit testing details later? And maybe there would be testing centers? [Jane]

A: Right, it's the lottery that is contingent on the test scores, not the application process. [Ginger]

Comment: ACCESS was designed as a regional program, accepting kids from other districts. So many kids applied from Beaverton that they decided to establish their Summa program. [Margaret]

Q: Is there anything to work on prior to waiting for a visioning process? [Jenny]

A: I don't know - but I'm open to it. [Ginger] I'll ask about the timing of a visioning process. [Scott]

B. TAG Dept update; TAG nomination status (Linda)

We've been working with facilitators and answering questions about how to nominate and support kids during distance learning. Online training modules have been accessed by over 600 staff. We extended the nomination window for equity reasons. We've been working with schools who don't make any or many nominations so they have a better idea what to look for.

NWEA MAP math accelerator has been made available for grades 3-8; it's fairly new. 50% of eligible students have registered and logged on. The math accelerator works alongside Khan Academy; it's a little more fun. We got it for all TAG kids and math teachers have the information about how to use it.

Dreambox is also available.

The majority of our time is working with facilitators and individual teachers for specific student support.

We attended the virtual TAGT conference in Texas in the evenings and weekends. We are working on gathering data on TAG students in high school regarding their advanced coursework. We are engaging with counselors to support the forecasting process so TAG kids are offered advanced coursework.

Q: Are you looping in SpEd on that? Advanced classes can seem inaccessible to 2E kids because they need accommodations. [Jessica] A: Yes, and I am making a note. Also ELL, etc. [Linda]

Q: What specifically are you telling facilitators to communicate to families? I've been trying to support this and it's been challenging. [Marnie]

A: They have been told to put their individual contact info on the school website and to put it in

newsletters. They are expected to communicate with their communities. [Linda]

Q: Do families have to go through the TAG facilitator to nominate? [Marnie]

A: No. The forms are supposed to be on the website and can be accessed individually. We meet with the facilitators again next week. If we get late nominations, I won't be turning them away. [Linda]

Q: Can the nomination deadline be communicated in a district email? I get district-wide emails from PPS. Is it possible to send information about TAG to all families in PPS? [Marnie]

A: We can do that. If we send this out to everyone, I wonder about the reality that we won't necessarily be able to test the kids and how that will feel to parents. [Linda]

Q: What do the nomination numbers look like, Linda? Is there a decrease? [Tanya]

A: A little bit, that's partially why we extended the deadline and also because teachers are so over-extended. The schools that usually have a lot of nominations still have a lot. [Linda]

Q: Speaking of instruction, are there extensions and TAG bits built in to the lesson plan content that teachers are receiving this year? [Jenny]

A: Lesson plans do include extensions but the TAG department is not staffed to participate in that at every level in every topic. We are providing information about how to use flexible grouping and assessment to meet students. [Linda]

#### C. Board update (Scott)

Dec 14th, we are bringing together our panel of health experts to talk about the current situation. Email went out today. **Virtual Panel Discussion, 6:00-8:00 p.m. [PPS YouTube channel](#)**

The board is having a work session on the budget at 4:30 on Tuesday the 15th before the board meeting. We are strategizing use of our reserves over the next few years – because this is what reserves are for. I anticipate a lot of budget cuts no matter what. We'll have a special board meeting regarding reserves in early January to share our strategy with staff.

We are holding work sessions once or twice a month on specific topics and we've asked that it not be powerpoints but true education for us. The dyslexia work session was great. The ethnic studies session was as well.

We had a discussion on advisory committees recently. We recognize we should hear from you on a regular basis. We need to give committees a charge and receive their advice formally as the experts they are. The Community Budget Review Committee (CBRC) functions that way with respect to budget; we bring them into the conversation regularly. Over all, we are looking for a more formal membership, with attention to geographic and demographic representation for advisory committees. I am one of the Board members working with Jonathon Garcia on this and also to gather your feedback.

It was really great being at schools the past few days. I have really missed that. [Scott]

### III. Outreach and Advocacy

#### A. Coalition to lobby teaching colleges [Jessica]

This is about the state teaching programs and what they teach. I gave commentary to the legislative committee regarding the need for PPS to take leadership to push teaching colleges to make changes to support teachers better. I will forward to Linda and Scott as well. I don't know that we'll make a lot of progress this year. But, I don't want to lose the spotlight on the needs being exposed now during pandemic. There are so many populations questioning the gaps (TAG, dyslexia, SpEd, 2E, diverse populations). [Jessica]

### IV. Questions from guests

Comment:

### V. Meeting adjourned

Next meeting on Wednesday January 13 at 6:30pm.

January 13 2021 meeting notes

*Attendees (members' names **bolded**):*

Linda Smith [PPS Director of TAG/IB], Scott Bailey [PPS Board Member], **Tanya Awabdy**, **Jessica Colby**, **Megan Robertson**, **Eric Houghton**, **Marnie Faust**, Margaret DeLacy [OATAG], Robert ?

*Due to the Covid-19 pandemic, this meeting was held via video conference.*

## **I. Call to Order**

- A. Introductions
- B. Call for additional agenda items
- C. Adopt December meeting notes (VOTE)

Moved by: Tanya

Seconded by: Eric

Vote: YEA

- D. Announcements

OATAG is compiling a list of TAG coordinators around the state (at district level). And spending by district and per student capita for 2019. Portland is still far below state average at roughly \$37/student. State average is \$150/student (some spend nothing).

Oregon is supposed to be revising the ESSA plan but may have received an extension (Every Student Succeeds Act - gives title 1 schools permission to use federal funds for TAG services).

NAGC released its State of the States report.

Federal: advanced coursework equity initiative - representative Joachim Castro and Cory Booker are spearheading.

There are three TAG Senate bills 478, 486, and 487 (put forward by Senator Taylor), calling for studies and will likely be amended during the session.

ODE has convened a rules advisory committee. Angela Allen is recommending tweaks to TAG rules. She would like to see universal testing rolled out statewide. [Margaret]

## **II. New business and updates**

- A. NAGC state of the states report (Margaret)

- B. TAG Dept update; TAG nomination status (Linda)

>We've been very busy. We were able to fund virtual attendance of the Texas Gifted conference in December and since we still have access to those materials and sessions, we're able to share with PPS schools. We are directly supporting a lot of teachers this year, which is different. In the past it's been at the principal level. We are excited to be part of a high school initiative (at semester change) - inquiry-based lessons, with TAG focus.

>Nominations were due in December just before break and we are still accepting nominations from parents. We expect to have numbers of those to be tested next week. In general, nomination numbers are down. We are seeing a few schools with a large HU population who are nominating a significantly larger number than previously, due to their individual outreach efforts (e.g. Cesar Chavez and Harriet Tubman).

>MAP testing is now going to happen! Grades 3-8 window opens February 1st and will occur online. The TAG department is finalizing a TAG identification plan for K-2 and 9-11 students. We are working with the testing department to manage in-person testing, specifically at younger grades. Some of this depends on what the governor says on the 19th - the state guidance precludes 2nd grade universal testing.

>ACCESS relies heavily on 2nd grade universal testing and identification. The ACCESS application window will open Feb 17th. We'll be accepting MAP testing from prior years and we'll accept applications from students who are waiting on current year results. We'll have to make other adjustments if things go sideways; we're feeling a lot of support from the office of Enrollment and Transfer.

Q: Is there an option for kids who cannot test online at home?

A: I don't know. There are many aspects of the limited in-person protocol that are still being carried out. I imagine the office of School Performance will be the folks to work with on exploring options.[Linda]

Q: How soon will scores be turned around?

A: MAP testing is immediate. Testing department shares lists of 99s with the TAG department and with the ACCESS administration.[Linda]

Q: What should we tell families asking us about the timeline?

A: I don't have a specific answer at this point. As in the past, facilitators will get the information about which students to test and will make those appointments and keep us in the loop. [Linda]

Q: I am curious about the evolving approach to gender balancing at ACCESS.

A: I am not aware of any changes that have been made. I am curious to see how the relocation and unification at Terwilliger will impact the applicant pool. [Linda]

### C. Board update (Scott)

The Board was unanimous in supporting the necessity of MAP testing. PAT was supportive but needed to be sure the time commitment was contained.

We've launched into the discussion of how much to spend down our reserves. We know the average kid is going to get maybe half a year out of this academic year. We need to allocate resources to serve the kids. And we know we are facing significant budget cuts.[Scott]

I don't know how principals are managing, not knowing where the students are charting, nor classroom teachers. I spent years in both roles. I applaud the board because assessment needs to happen. [Linda]

MAP testing is a fresh start in PPS. We never knew where kids were because there was no out-of-grade-level testing.[Margaret]

Yes, and MAP testing functionally provides universal testing at grades 3-8 which is so great.[Linda]

Comment: I'm curious how quickly the vaccination of teachers and staff will get rolled out.[Tanya]

Comment: We have been told they are above 10,000/day now.[Scott]

Comment: I'm curious about those kids who've been able to keep moving forward during this time and haven't lost learning. There are kids who are no longer going to be able to be grouped into their age-based category. Not to mention the kids who are thriving remotely who do not thrive in person.[Jessica]

Comment: This would be a great time to implement school-wide cluster grouping. It's been shown to improve achievement school-wide. At least pilot it in some schools.[Margaret]

*[discussion of the basics of cluster grouping]*

Q: Are there cluster grouping discussions or resources that can be put in front of principals and area superintendents?[Tanya]

A: There are guidelines, charts and processes that are being shared as we work on returning to in-person; it makes sense to loop cluster grouping into that material. This is a conversation that I am in a position to introduce in my work with area superintendents and principals as we move towards figuring out what groups of kids are coming into school buildings.[Linda]

Comment: There are enough students at Roosevelt that want to take 2 years of math this year that all the 2nd semester math classes are full.[Eric]

Comment: 8th and 6th graders at Robert Gray. 8th grader is now taking Geometry after CY1 and CY2 which has been huge for her. They currently have a full class of Geometry in-house at Robert Gray. However my 6th grader is not allowed to take CY1 and CY2 even though he's even better in math. My understanding is that geometry is no longer being made available; this year, he was skipped from 6th to 7th grade math instead of to CY1 because it is not available to 6th graders.[Robert, visitor]

*[discussion of rate and level]*

Q: I can continue to share this feedback with the Math department. I am curious about whether there will be Geometry next year at Robert Gray?[Linda]

A: Yes, there are kids in CY2 now who will be in 8th next year.[Robert]

*[discussion of how CY1 and CY2 work. At the end of 6th, students are allowed to test into CY1 and CY2 which covers 7th, 8th and Algebra.]*

Comment: The math department's response to this type of question is that they are following national math council guidelines. Their focus is on a deep mastery of objectives and in-depth problem-solving as opposed to just coming up with answers. It also becomes an FTE issue to provide each middle school with a geometry class.[Linda]

Re: ACCESS, PPS did complete the negotiation to terminate the lease early and has issued an initial contract for construction.[Scott]

Q: Will Vestal and Lane recover ACCESS' current space or are other plans in the works?[Marnie]

A: There are no specific plans yet. The SE enrollment and program balancing process is moving along. There have to be some significant changes. The feeders are under discussion, as well as what will happen with Creative Science, considering the need for robust enrollment at the under-enrolled schools.[Scott]

**III. Outreach and Advocacy** [tabled]

A. Coalition to lobby teaching colleges [Jessica]

**IV. Questions from guests**

Comment:

**V. Meeting adjourned**

Next meeting on Wednesday February 10th at 6:30pm.

February 10 2021 meeting notes *Attendees (members' names **bolded**):*

Linda Smith [PPS Director of TAG/IB], Shanice Clarke [PPS Director of Community Engagement], Scott Bailey [PPS Board Member], **Tanya Awabdy, Megan Robertson, Eric Houghton, Marnie Faust**, Margaret DeLacy [OATAG], Jane Chaddick, Yuliana, Robert, Maren

*Due to the Covid-19 pandemic, this meeting was held via video conference.*

## **I. Call to Order**

- A. Introductions
- B. Call for additional agenda items
- C. Adopt January meeting notes (VOTE) Moved by: Tanya, Seconded by: Marnie, Vote: YEA
- D. Announcements

Yuliana: OR Association of Teacher Educators is offering a free conference on Feb 19th. [www.orate.org](http://www.orate.org)

Margaret (OATAG): 3 state bills are still in process. Amendments requested to include students as constituents (administrative rule). ESSA has a requirement that all educators receive training in ways to identify and serve talented and gifted students. Jessica's interest in lobbying teaching colleges fits in well with this. I wrote the department and asked their plans wrt TAG ID and asked who was in charge of their ESSA plan (updated every 3 years). I have a meeting on 2/22, including Angela Allen. In OR, the Teacher Standards and Practices Commission (TSPC) is separate from the Dept of Ed and from the Educator Advisement Compact - each entity has state-level responsibilities for teacher training. I have a lot of questions and no answers so far.

Senate Bill 233 (Senate Ed Committee) requires all state post-secondary institutions to adopt a uniform course numbering system, to support automatic transferability. This may also affect students doing dual-credit programs. Not every student wants to finish college early (scholarship limitations) and may be negatively impacted. We have a list of TAG coordinators for every school district (except single charter school districts). We will do outreach to ask how to best support them, and also reach out to parents.

Regarding last month's cluster grouping discussion - expert Dina Brulles, Ph.D. offers webinars on this topic. If we had an audience, I could arrange it.

OATAG received the state by state report "ACCESS DENIED" from Purdue University and I am able to make parts available individually if folks are interested.

## **II. New business and updates**

- A. Input on TAG for PPS hybrid model plan, Q4 (Shanice)

We are trying to understand the barriers students and families are experiencing during distance learning and how to mitigate as we move into quarter 4. Options will be CDL and Hybrid. We've heard from a variety of families and students. Common themes: access to quiet space, access to/ease with software, socio-emotional connection, consistent adult support, traditional schedule. [Shanice]

Personally, the need for my support to help move the independent work along is huge. The instruction time is minimal and parents are stepping in to fill gaps.[Tanya]

Speaking for my kids, they are both functioning fairly well. Both started new schools this year and don't know what they are missing, in some sense. I am fully available for them, which is a big help with respect to organization, focus and executive function. The physical environment is much less distracting than being in a classroom. I would like to know the specifics about each building's physical preparation for a safe return to campus - I haven't seen those details. Also, given the limitation of 2 hours and the need for learning and supporting protocols, how meaningful can the in-person experience be, either in terms of social engagement or instruction?[Eric]

Each specific school already looks different in terms of physical usage and signage. How to use the time constructively is a major consideration.[Shanice]

I'm not seeing differentiated instruction via distance learning.[Yuliana]

Things have been going really well for my child. I'm impressed at what our school has been able to do for differentiation during CDL. We have Friday pickups for paper packets and library books. We've been able to take advantage of OSU and OMSI classes, but those are not available to all kids, either because of price or connectivity or parental bandwidth.[Marnie]

We've also been able to take advantage of OSU classes which has been great because very little challenge is coming from the teacher. My 4th grader is spending some time in with 5th graders which has been amazing. I don't know how that will work out as we return to in person.[Maren]

I want to highlight the importance of relationship and its connection to growth and engagement for a segment of kids. My own kids have had a very difficult time engaging with any material or any unfamiliar teachers this year. Relationships need to be in place and/or supported before engagement is possible for some kids. [Megan]

Assessment is going to be an important starting point. There may be outside assessment feedback available. The district should help teachers figure out how to incorporate whatever is available.[Margaret]

The equity situation is going to be especially hard. Some kids are parenting younger siblings and being super self-reliant and not having a chance to be kids right now.[Marnie]

B. TAG Dept update; TAG nomination status (Linda)

>No Oregon Statewide Assessment System (OSAS) testing this year. We're unable to universally test second graders for TAG this year, which heightens inequities. We are considering running universal testing for 2nd and 3rd graders in 2021-22. I feel like that makes the most sense and I have the licenses and connection with Pearson to get it done.

>Most of our work has been around collaborating with other departments and facilitators as we move towards hybrid instruction. We are sending out ID letters for fall identifications (3rd-11th based on MAP scores from last year).

>We are able to use MAP to continue to ID students but quite a few schools and parents have opted out. We are still going to ID students, using a body of evidence. Teachers really need to have data to move instruction forward. Without formative assessments or benchmarking, it's so hard for teachers. We are delivering PD on formative assessment and what that looks like and how it is used.

>Still involved with the working group at the state level to rework "potential to perform".

>Oregon writing festival will happen virtually this year. The district is supporting schools who want to participate, first come first serve, grades 4 and up (but not 7th). The district is supporting schools doig OBOB as well as the OMSI classes (on a per school basis).

>TAG TOSAs are spending a lot of time supporting teachers in meeting student needs. We are all waiting on our vaccines so we can get these identifications managed.[Linda]

Comment: The BiPoC caucus is focused on eliminating "unnecessary testing". I am concerned that eliminating testing makes it harder to serve students well. I don't know how to impact the blanket anti-testing attitude.[Margaret]

Hopefully this year is an anomaly. We use the tools that are available in order to conduct identification as efficiently as possible and when we use OSAS and MAP, we ID many more HU students than when we test only those who are nominated.[Linda]

General agreement that the messaging around how MAP is not a high-stakes test was good. I wonder about whether it would have made even more sense to connect the dots for people that MAP testing is an important universal testing tool for TAG identification.[Jane]

C. Board update (Scott)

We are working on the budget and have limited resources. The MAP test is how we tell who needs most prioritization for support. Without that information, it's really hard to hire and provide appropriate

support. Teachers' personal assessments of where kids are at are going to be inherently subjective. Delays in testing for teachers (low supply) makes me think that hybrid above elementary is a ways off. Spacing and cohort size requirements are really limiting, especially when it comes to high school. We have a chance to press ahead with changes to the traditional school model and that's what I'm hoping for. There is much more differentiation opportunity in a more project-oriented system.[Scott]

Q: What about COVID testing? What's the discussion there?[Tanya]

A: I was on a call about that. There are some different approaches. It sounds like the approach will be observations of symptoms and isolation. Even if we decided to do a randomized testing approach, we don't have the resources and the state won't be providing those resources. [Scott]

Q: Has there been discussion of adding Geometry for all middle schools?[Margaret]

A: That's an interesting thought. As we move forward, maybe manage it virtually with a designated teacher at your home school to provide backup. Just a thought. It's clear virtual can be a valuable tool.[Scott]

### **III. Outreach and Advocacy [tabled]**

A. Coalition to lobby teaching colleges [Jessica]

### **IV. Questions from guests**

Comment:

### **V. Meeting adjourned**

Next meeting on Wednesday March 10th at 6:30pm.



March 10 2021 meeting notes *Attendees (members' names **bolded**):*

Linda Smith [PPS Director of TAG/IB], **Tanya Awabdy**, **Megan Robertson**, **Eric Houghton**, **Marnie Faust**, **Jessica Colby**, Margaret DeLacy [OATAG], Jess Byers, Jane Chaddick

*Due to the Covid-19 pandemic, this meeting was held via video conference.*

## I. Call to Order

- A. Introductions
- B. Call for additional agenda items
- C. Adopt February meeting notes (VOTE) Moved by: Tanya, Seconded by: Marnie, Vote: YEA
- D. Announcements

Margaret: 3 state TAG bills still in process, have been scheduled for a hearing on 03/17. Bill 478 sets up a committee to review ID methods. Bill 487 establishes a committee to look at TAG services. Bill 486 is more complicated, has been amended twice, establishes students as constituents with respect to TAG rights/services. Comments and testimony would be really helpful. Folks can listen/watch the hearing and review written testimony that has been submitted. We may get only 3-5 minutes. Senator Dembrow is the chair of the committee. There has not been a TAG task force since 2012. Its recommendations were never implemented. Student testimony would be amazing and very helpful.

>There appears to be another revision to the [Div 22 standards](#) and reporting underway. Specifically, the three TAG administrative rules cover ID, services and parents' right to input. Now they are looking at moving the compliance date from February to November but it will now cover the prior year. This same proposal was made in 2018 and heavily discussed. All the minutes, testimony etc. are no longer published on the web. This is a rather complicated administrative issue that is hard to grasp the significance of.

>OATAG had a long chat with Angela Allen about assessment this year. It seems almost impossible to be fair about identification this year. It sounds like waivers will not be allowed by the Biden administration which makes it more complicated. Angela has a lot of energy around the "potential" category - folks don't seem to understand the rights of those kids.

>Also a long discussion about ESSA with Angela, Alexa Pearson. Read the law aloud to demonstrate the TAG mandate in ESSA.

>Met with Wayne Strickland TSPC regarding TAG specialization. He's been quite helpful over the years. The rules governing teacher licensure are elaborate and old.

>Met with Suzanne Bonamici. The Advanced Coursework Equity Act would provide a lot of money for advanced classes (sponsored by Cory Booker) - lapsed last session, up for renewal.

>Met with Senator Merkley: [Javits program](#) - we had a grant in 1987. Margaret attended [www.orate.org](http://www.orate.org) conference last month: learned about the bilingual online tutoring program that Western runs. A great idea for a grant proposal for online bilingual advanced tutoring as a way of providing teacher training and continuing accessible tutoring post-shutdown.

>March to Literacy [conference](#) is on 03/13 10a-3p, Margaret has a few free tickets. [Skanner article](#).

## II. New business and updates

- A. ODE new math pathways: implications on rate & level instruction (Margaret)

Political right has been agitated about this. Snopes [article re: anti-racist math](#). Not entirely sure how to interpret the discussion in ODE's math "[detracking](#)" [proposal](#). A lot of references to [efforts](#) in San Francisco. It feels like either labels are being redefined rather than removed OR like opportunities for advancement are being removed.

Q: Isn't there public comment happening on this endeavor? [Linda]

A: It's not really clear what is being proposed or is a policy -v- recommendations. I'm not even sure who is behind it. The authors do not appear to be ODE staff. [Margaret]

B. TAG Dept update; TAG nomination status (Linda)

>Lots of work supporting Limited In Person Instruction in the last weeks. We are not allowed to use any MAP testing for placement this year. The inequities statewide are huge. As we work with kids in LIPI, we'll do what we can. The district is unsure if there will be spring MAP testing; if there is, we can use it for ID. Without that, we will work with Student Performance to have an off-sequence test administration for nominated students. Normally we would have done that in January/February. Baseline is that families will not need to renominate if we can't do assessment this year. We'll universally test this year's 2nd graders next year with next year's 2nd graders.

Q: What about the ACCESS application deadline - will it be pushed out? [Jane]

A: We've had several parents upload their most recent MAP score as documentation for 99%ile verification for ACCESS. TAG department has not been provided the roster of 99th %ile scores as they usually would because the district isn't using them for TAG services. Facilitators and teachers and staff can look up an individual student's scores and families can use those scores to document 99 %ile status. In general staff is finding that kids are scoring much lower than usual. The deadline is going to have to be extended, obviously. [Linda]

Q: Do parents have the ability to look at the MAP scores?

A: Parents don't know to ask for the scores. There is difficulty getting the scores from staff. Parents of younger kids don't have access to ParentVue. MAP scores are not listed there.

Comment: Parents of younger kids, especially those who've never been in a classroom yet, are on a learning curve to figure out how to navigate PPS in the first place.

Comment: I called Sarah Davis and asked for an explanation. She says CY1 and CY2 are still in place for 21-22. Things might look different eventually but kids will still have access to Algebra in middle school, for example. A lot more kids are able to single subject accelerate at this point; schools have been empowered to use MAP scores etc. and make their own decisions. Staff is putting together a guiding coalition around the Math pathways evolution and TAGAC and TAG TOSA's are among those constituents. I asked her to come to TAGAC; we can go ahead and put them on the agenda for next month. [Linda]

Q: Has the math department ever received TAG training or attended a conference? I feel like they are making important policy decisions without all the information. [Margaret]

A: Middle school Math TOSA is dialed in, I can say. I will also say there has been a fair amount of movement amongst staff over the past year. [Linda]

Q: What about online options? Is there anything middle schoolers can use? [Jane]

A: Not 5th and 6th. Hybrid teaching is really hard. Virtual Scholars offers high school classes. [Linda]

Comment: Thinking of what to take from distance learning, it would be smart to allocate FTE to teaching advanced math for 5th-7th graders at a distance. Consolidate district-wide. [Margaret]

C. Board update (Scott) [tabled]

**III. Outreach and Advocacy** [tabled]

A. Coalition to lobby teaching colleges [Jessica]

**IV. Questions from guests**

Comment: Looking for math resources for 3rd grader. [Jess]

MAP accelerator, linked to Khan Academy, is an option that the teacher can provide access to. [Linda]

I can forward some ideas that helped for my kid. [Tanya]

**V. Meeting adjourned**

Next meeting on Wednesday April 14th at 6:30pm.

April 14 2021 meeting notes *Attendees (members' names **bolded**):*

Linda Smith [PPS Director of TAG/IB], **Tanya Awabdy**, **Megan Robertson**, **Marnie Faust**, **Eric Houghton**, **Jessica Colby**, Margaret DeLacy [OATAG], Jenny Staab, Jane Chaddick, Rebecca Silberman, Carlos Rozas, Rani Vivathanachai  
Patrick Callahan, Kristin Moon

*Due to the Covid-19 pandemic, this meeting was held via video conference.*

## **I. Call to Order**

- A. Introductions
- B. Call for additional agenda items
- C. Adopt March meeting notes (VOTE) Moved by: Tanya, Seconded by: Jessica, Vote: YEA
- D. Announcements

Margaret:

>3 TAG bills 478, 486 amended, 487. 486 has no fiscal statement and is going straight to the Senate - debate and vote possibly tomorrow then to the House Education Committee. Other 2 are headed to the Ed subcommittee of Ways and Means Committee where they will be heard. Looks promising.

>March 18th State board presentation on Div 22. Current plan is reinforcing that certification is for the prior year, in November. Improvements: hired full time compliance person, committee to review district statements and improved website. Districts will report if out of compliance, develop plan for improvement and then do it. Seems to be minimal if any oversight.

>The Board of Ed suspended TAG ID for this school year. Standardized testing is also suspended.

>OATAG conference committee set Oct 15th conference - location and method TBD (hybrid) - social-emotional topics are the focus, particularly in the context of this past year.

> OATAG established a new distribution list for announcements that may be of interest to families of gifted students but are perhaps a bit more of a resource stretch.

## **II. New business and updates**

- A. TAG Dept update(Linda)

PPS has contracted with Patrick Callahan's group to vision secondary math pathways in PPS.

Patrice Woods is out on leave at the moment (Dir of Math), Kristin Moon (science TOSA) is acting as interim Dir of Math and will join us with Patrick at 7:15. The working group is under way and is working to connect with as many constituents as possible.

PPS sent letters to nominated students who had test data last winter; they have received TAG IDs accordingly. Spring nominations are on hold until the fall. The nomination window is closed for this school year. An update to Admin Connect and to TAG liaisons is going out which spells out how the nomination cycle will work in the fall - no special effort by parents needed and services will begin rapidly in the fall. This information will also go to parents. Also we will universally test all 2nd and 3rd next fall due to missed testing this year.

Comment: Whether or not the TAG bills I mentioned pass, the identification rules are likely to change shortly based on the work Angela has underway to update the statutes. There is another bill in the works, sponsored by Lew Frederick, barring districts from administering any standardized testing in K-2 grades which will likely impact universal testing for TAG. [Margaret]

Linda: Thank you - I work on that committee with Angela, so I am in the loop on proposed changes.

Linda and Aurora made a presentation to the board (<https://www.youtube.com/watch?v=fqo4Tdcqj5w>).  
[The board recap of their learning is here: <https://www.youtube.com/watch?v=8y0qsxXjh0t&t=9700s>]

Re: ACCESS, all students who apply will be put in the lottery and testing will be managed on the back end of the process if the admitted students do not have test scores due to COVID. There are eleven applicants without testing at the moment. There may be implications if the enrollment ends up lower than usual; we don't know at this point. ACCESS will decide on if they are going to admit extra 2nd graders, possibly, if there aren't enough 3rd grade applicants. Staffing should remain consistent.

Q: When will the lottery be run? Usually the TAG office goes through applications to check for completeness. And then you'll test those students that need score verification

A: Late April, early May. We do not have permission to conduct testing at this point but with 125 applicants, 11 without scores, I feel like we'll be able to get it done. Last year, we had 181 applications.

We are continuing to develop professional development. TOSAs are also in the pool for providing substitute teaching throughout the rest of this school year. The TAG department has also been in schools, proctoring SATs etc. [Linda]

B. Board update (Scott) [tabled]

### III. PPS Math Task Force: Redesign of Secondary Math

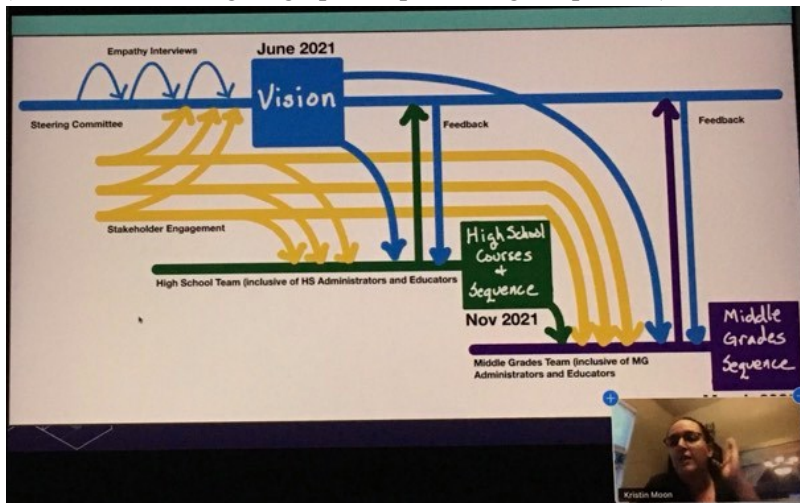
Patrick Callahan, consultant to PPS;

Kristin Moon, interim Math Director and Program Administrator Technology and Engineering PPS

A. My background is in pure mathematics in research. I've been working in education for 30 years, in Texas (professor) and California (state level). Now in consulting, working with districts and schools that want to modernize their math programs, curriculum and instruction. There's no one size fits all, however. I've been brought on as a partner, as an external facilitator. We are looking at a lot of interconnected pieces - courses, pathways, curriculum. This work has just started, no decisions have been made. In the process of reaching out to stakeholders. I'll hand it over to Kristin. [Patrick]

This is my 21st year in PPS, as a classroom teacher, STEAM TOSA, Science TOSA, now interim Math Director. [Kristin]

(Kristin talks through a graphic representing the process)



We are in the first series of yellow stakeholder arrows. [Kristin]

Question: This is for implementation in fall 2022-23 then? [Tanya]

Answer: Yes, ODE changes are pushing a fairly quick process. [Kristin]

Question: How much flexibility will there be? We have concerns. :) From a TAG perspective, there is already a substantial number of TAG ID'd kids (over 10,000) and as it becomes more equitable, that number will likely rise. If we assume half are accelerated math learners, they have a right to be taught at their rate and level, certainly by middle school. How will that be accommodated? It assumes a certain amount of flexibility. [Tanya]

Answer: Yes, thank you. To capture why I'm passionate about this work - I feel strongly that kids should be challenged in a math class. Flexibility will be a component of that. [Patrick]

Comment: There have been options for middle school (CY1 and CY2) that have been very meaningful to a bunch of kids. [Jessica]

Comment: For kids who are radically accelerated in math (three or more years), we are talking significant flexibility in those cases. Because ACCESS enrollment is limited by lottery and many more kids qualify, meeting advanced math students needs to be available in all middle schools. Kids are being told they can't accelerate because their site will run out of options.[Jane]

Q: I'm curious about transitional schemes for kids who are currently enrolled. Kids who have not been exposed to concepts that are necessary to meeting them at their rate and level have no path to get appropriately accelerated. [Eric]

A: Right, 2022-23 seems really soon but also impacts a lot of kids who are in the pipeline and will be in transition. We have a few more minutes and assure you we will be back as we iterate through feedback. We want to capture your concerns so let's hear from a few more people. [Patrick]

Comment: I want to be sure that kids who want to go into math professions and do significant college math are getting appropriately prepared to do so. [Jenny]

Comment: I am also concerned about keeping kids fed while they are in school, making sure they have chewy, yummy math to work on. Can we email you thoughts and questions? [Jessica]

Answer: Yes, absolutely. Feel free to email Kristin ([kmoon@pps.net](mailto:kmoon@pps.net)) and she will share them. If you want to envision deeper interaction as a stakeholder, make us a proposal. [Patrick]

Q: I've looked at the pathways and the proposed state standards. I don't see rationale about the goals for the pathways and I'm not seeing a lot of diversity in the pipeline, even knowing that it is a focus of PPS, speaking from an industry hiring perspective. And how do we impact on the changes as they're being made, rather than after? [Carlos]

Q: How do these new pathways improve on the old pathways, when it comes to equity? [Jessica]

A: When we think about PPS Mathematics as a system and notice racialized outcomes, we have to look at every level in order to impact that. Definitely noted and among our priorities. I want to move beyond tweaking pathways and make significant improvements. The steering committee is open if folks are interested. [Patrick]

The steering committee is a rolling situation; get in touch and we can gather some information.[Kristin]  
[Patrick and Kristin sign off]

I don't know if there are 2E or TAG parents specifically on the committee. My TOSAs are on it. It's a large committee and today was the second meeting.[Linda]

Q: What about students? [Jane]

A: I don't know. I will ask Kristin. [Linda]

Comment: We're looking to solve equity problems solely in math classes. Maybe we should lean harder

on related subjects (science and engineering) that push the application of math. It feels very siloed. Can PPS look at it in a more integrated way?[Carlos]

Comment: I don't know the inner workings enough to speak to all of that, since we are the TAG department. And related to that is the inequity in how we determine who goes into advanced math and where it is available. Also, that link to sciences speaks to **not** scooting through the sequence as quickly as possible, perhaps. I would say the steering committee is the best way to get engaged in that. Email Kristin ([kmooon@pps.net](mailto:kmooon@pps.net)) [Linda]

Comment: How does it work at the moment - if a kid doesn't get into CY1, they are slotted into a different track and can't leverage IB math? [Jane]

This is an elementary issue of inequity, not just a middle school situation. [Jessica]

It's true that some kids are not going to want to do lots of math or do advanced math but let's not stand in their way or make assumptions and also let's not limit the kids who are going to go really far and deep.

There's a lot of math out there, and let's not forget adjacent fields. [Carlos]

I think the big piece here is data. For equity to be addressed, there needs to be a tool - pre-assessment or exit assessment to make sure kids are in the correct course. This happens with foreign languages consistently. [Linda]

And then there are kids who are gangbusters at higher math and will never have memorized the multiplication facts so it can't be entirely linear and there can't be a gatekeeping angle to it. And we can't just depend on the teacher figuring that all out every time. [Jessica]

Often, elementary curriculum has a really low ceiling and teachers have no concept or tools to determine how advanced a given student actually is. [Margaret]

#### **IV. Questions from guests**

For future thought, a virtual ACCESS section per grade could be amazing - even specifically math. [Jessica]

Can online learning help us meet outlier needs? Does it even have to be at the district level? The state? [Rani]

Logistics would be very hard (scheduling and union rules) but we have seen this year that there is a lot of possible flexibility in a lot of areas. It's a great idea. [Linda]

#### **V. Meeting adjourned**

Next meeting on Wednesday May 12th at 6:30pm.

May 12 2021 meeting notes *Attendees (members' names **bolded**):*

Linda Smith [PPS Director of TAG/IB], **Tanya Awabdy**, **Megan Robertson**, **Marnie Faust**, **Eric Houghton**, **Jessica Colby**, Margaret DeLacy [OATAG], Jenny Staab, Jane Chaddick, Rani Vivathanachai

*Due to the Covid-19 pandemic, this meeting was held via video conference.*

## **I. Call to Order**

- A. Introductions
- B. Call for additional agenda items
- C. Adopt April meeting notes - we'll do these by email since they weren't sent out.
- D. Announcements

Margaret:

>3 TAG bills 478 (inclusiveness of ID), 486 amended (with fiscal statement) (communication with families and districts), 487 (creates a study of TAG instruction, had hoped for a task force, but it will be conducted by the dept of Ed instead). 487 and 478 had fiscal statements and will have an informational hearing on May 18th at 1pm (House Ed Committee). A regular hearing on 486 will be held. The chair is looking for comments on all three. Contact Margaret or look for info on the OATAG website:

<https://www.oatag.org/advocacy.html> There would be another hearing on 478 and 487 after in order to assign funding.

>Attended the NAGC affiliate meeting yesterday. The CA affiliate is very concerned about the changes to the math framework (same as what we appear to be looking at). It seems as if the NAGC is going to officially oppose the new framework and its removal of all acceleration.

>Advanced Coursework Equity Act, sponsored by Sen Booker to promote advanced course enrollment by historical underserved students. The NAGC is asking folks to contact their reps, especially Rep Bonamici who is on the committee, to co-sponsor. Could be about a million for PPS.

>The Div 22 reporting calendar will likely be taken up by the state board again. The extended reporting window is still a big concern to OATAG. Especially given COVID, we'd not have timely information.

>OATAG is meeting with Western OR University about a possible new teacher graduate level program (mentioned last month, possible Javits grant) - they have requested that we provide evidence that there is a need for this kind of training in order to convince them, looking for ~15 to start up. The focus is likely to be bi-lingual and/or SpEd students. Possibly a summer institute or an online course, leading up to a full endorsement (ESOL/TAG or SpEd/TAG) eventually. Linda suggests contacting Kim Matier, PPS Sr Director over teacher development.

## **II. New business and updates**

- A. Housekeeping: Slate of officers for 2021-22 and membership

Megan nominates Tanya Awabdy and Jessica Colby to serve as Chair and Co-Chair for 2021-22

Seconded by Eric. VOTE all in favor

Membership for 2021-22.

Currently have 5 members (all present). It's been a very slow year for recruitment. Jenny S and Jane C are happy to join as members of the Committee and have been engaged with TAGAC for many years.

Eric moves, Tanya seconds the addition of Jane and Jenny as new members. VOTE all in favor.

Comment: We have a lot of associations in Portland. Some are specific to particular populations. With TAG dept support, what if we supported advocacy meetings that were targeted to specific populations (ESL, 2E, HU, etc.)? [Margaret]

Comment: Let's amend bylaws to add a Secretary over the summer. And let's create a purpose statement wrt serving equity. I can send a sample around. [Jessica]

Comment: We could look at a lot of samples around the country. [Linda]

Comment: Consider farmer's market community table - maybe request one at some point. [Margaret]

**B. TAG Dept update (Linda)**

We've continued to work on school re-opening for the last few weeks. Filling in as substitute teachers to help to get things off the ground. Proctoring SATs, APs. Working with the secondary curriculum team to develop cross-content PD for teachers in late June and late August. For example, formative assessment. Also working with STEAM on PD for high school. Finalizing early entry to Kinder applications. Got all the pieces followed up on ACCESS applicants that were missing things. The ACCESS lottery ran today; notifications being prepared (acceptance or conditional w/ need for testing). 24 of 136 applicants are missing test scores. There are kids waitlisted in a few grades.

No FTE reduction at ACCESS is anticipated. Check in with Ginger to see if staffing changes are happening (lots of 2nd graders, not enough 3rd graders, possibly).

One of our TOSAs is retiring at the end of May so we'll be hiring for her position (TAG/IB TOSA).

Moving forward, we will test the kids who are missing scores, which will be complex. And focus on getting ready for the fall since we'll be playing catch-up (esp: universal testing).

Question: Can state COVID relief funds address any of the TAG dept backlog? [Margaret]

Answer: I believe most of those funds have been allocated elsewhere. Frankly, I'm delighted my budget hasn't been cut. [Linda]

Question: I wonder about a counselor being assigned to the TAG office - there used to be a psychologist in the TAG office. [Margaret]

**C. ODE PPS TAG investigation report (Linda) [tabled]**

**III. Questions from guests**

**IV. Meeting adjourned**

Next meeting Sept TBD at 6:30pm.