

Portland Public Schools TAG Advisory Council (TAGAC)

October 8, 2013 6:30 – 8:00 p.m.

Meeting Minutes

Attending Members: Terese Bushnell, Mark Feldman, and Brenda Ray Scott

Attending Guests: Johanna Colgrove, Jennifer Ellis, Deborah F., Kasey Hersey, Virginia LaForte, Susan Lattimore, Jenny Lovold, Scholle McFarland, Miriam Zellnik

Attending PPS Staff: none

I. Call to Order and Preliminaries

6:30

1. PPS Staff want to limit their attendance to 5 meetings per year and chose this meeting as one to skip. So no TAG Department representatives will be here.
2. No comments or changes to September minutes. Motion(Terese, Brenda) to approve passed.

II. Old Business and Unfinished Action Items (AI)

1. Applications for membership seem to have been misplaced so Kimberly thought there were none. Therefore she wants to extend the application period for a week. Discussion concluded that because of several upcoming events, Friday Oct 18 might attract more applications. Several applications were rewritten and handed directly to Mark.
2. Mark reported that he has been editing the website and despite some process glitches, some new pages of TAGAC information are now available and others are waiting to be approved. Some structural changes were also made.
3. Although Kimberly has said that the SSA framework is still in the process of being readied for the website, it is not there yet. But Kimberly verbally approved putting up original policy approved by the Chief Academic Officer. That webpage has been submitted and is awaiting approval. [Update – the policy has since been made available on the TAG website.]
4. Other Action Items will be revisited next month.

III. Conversations with PPS

No presentation this month.

IV. Committee Sessions

1. Mark discussed the need for committee heads and members of the Curriculum and Equity Committees. Due to no additional members being appointed this month, this will be revisited next month.
2. Terese led the meeting in a discussion of the Differentiation Committee document on definitions of strategies and techniques. Comments will be incorporated in future versions, but some questions and comments that came up were:
 - A. How do parents find out if a particular strategy/technique is actually being used in the classroom?
 - B. It was suggested that higher level questioning strategy is the main thing being used in many classrooms. How do parents know if this is being used? Roxanne did a breakout at last year's TAG 101 that showed an example.
 - C. Is there a place for teachers to post and share lesson plans for tiered instruction? A good lesson plan takes a lot of work so there may be benefit in encouraging teachers, even across school, to share them.
 - D. In order to encourage under-represented parents to care, we need to answer the question "Why should I care that my child is TAG identified," This should be one of the first things parents see on the TAG website.
 - E. Principals may say they need more resources to do walk to math/reading. One parent thought that all of Lake Oswego is setup for this and will bus kids if their school doesn't have the class.
 - F. A parent thought that Special Education students already have pullouts so TAG pullouts could be done if there were funding. Parents wondered how these pullouts are organized. One parent thought there might be a federal law that considers TAG as a type of Special Education.
 - G. There were several comments about Individual TAG Plans (ITP). Parents don't know what to expect when they request one and don't know how to evaluate if the ITP a teacher writes for their child is of good quality. Parents would like to get example ITPs and suggest that we put some on the TAG website. There was discussion about exchanging ITP's among parents who have already gotten them.
 - H. A parent did not know "when" they should ask for an ITP. Parents might need some kind of TAG Services calendar with suggested time frames for certain activities related to advocating for rate and level of your TAG child, such as, (i) Beginning of school year, fill out TAG survey then sit down with teacher and ask which types of differentiation the teacher will use with your child. Include checklist on what to talk about, such as how far above grade level you think your child actually is. (ii) Beginning of November, if plan to ask for ITP, ask now, before parent-teacher conferences. Etc.
3. Brenda reviewed the Communications Committee planning document and gathered comments.

V. New Business

none

VI. Questions and Comments from Guests

There was a question about how information on using the local TAG budgets is being communicated to principals. One guest reported that her principal had only received the menu of possible pullouts and had no other guidance.

VII Adjourn

8:00