

TAGAC Meeting Minutes for October 13, 2015

If you would like to offer suggestions for future agendas, please contact the Chair, Scholle McFarland (email: scholle.tagac@gmail.com), the Vice-chair, Nicole Iroz-Elardo (email: irozelardo.pps@gmail.com) or the PPS TAG Office (phone: 503-916-3358).

Handouts

1. Sign-in sheet (Being passed around. Please read introduction and return to the Chair.)
2. Agenda
3. Draft minutes of previous meeting (Sept. 8)

14 Attendees: **Scholle McFarland, Nicole Iroz-Elardo**, Jeff M., **Deborah F., Mike Marsden, Mark Feldman**, Andrew Johnson (PPS), **Johanna Colgrove**, Tamberlee Tarver, Margaret DeLacy (OTAG), Megan Roberston, Meghan Whitaker, Natalie Hval (**Bold TAGAC Members**)

I. Call to Order and Preliminaries

1. Call for additional agenda items
2. Approval of previous meetings' minutes (Johanna motioned, approved)
3. Announcements
4. OTAG Conference recap -
 - a. Challenging technology issues; broke even on costs; impressed with the energy of the conference; sessions had a variety of people/roles; Webb (keynote) was very good (and will be online soon); OTAG needs feedback - on what happened and what you want for next time.
 - b. TAGAC will officially thank all PPS employees who attended (via OTAG)
 - c. Is there something that we can do to help teachers know about and how to fund (PD and/or PTA funds) about the conference? Can Andrew send out an invite/announcement next year?
 - d. What about scholarship for parents? Parents can volunteer to cover admission and there is a small revolving fund.
 - e. In order to offer credit to teachers for the teachers, we have have 10 contact hours - which is hard.

II. Old Business and Unfinished Action Items (AI)

1. (AI: Andrew Johnson) Overview of the new TAG pilot program
 - PPS does not really have an overall program for TAG. In an effort to establish something, Andrew and team has looked across the country. Most places have something like a Scholars Program in the classroom.
 - Major goals: Intellectualize the curriculum; use Kaplan icons of depth and complexity; meet rate and level; develop capacity of teachers; and look at ways to deliberately and intentionally implement a program.
 - Has to be flexible to work across PPS. Each school is a unique community and thus will have a unique problem/focus. Examples: Cleveland will be looking at the issue of integrating IB with the

Scholars program; Ainsworth is looking at math; Bridger is looking at literacy with an acceleration block - how to use that time for intervention and acceleration.

- Pilot Program:
 - Currently: Ainsworth (K5), Bridger (K8), Cleveland, Forest Park, King (K8), Llewellyn, and Markham
 - Reached out to Chief Joseph - Oakley Green and Sabin.
 - This is not something you “do TO” a school; you have to do with and have their buy in.
- Vision of layers of access
 - district wide resources
 - school PD
 - team/grade level resources
- Andrew is going personally to the schools and doing PD
 - talking about things that have never or not been talked about for a long time
 - tends to meet with admin; talk to entire staff; then building level goals (which icons and/or programs to focus on); then to grade level teams (multiple times);
- Online professional community (using Google Docs)
 - learning from each other
 - means schools can learn from the other’s plans
 - creating lesson plans
 - Example: pastes in Kinder common core (more the later half - assuming they will come in) and then adds additional foundational experiences created for TAG students
- How does this roll out?
 - through a cultural shift
 - through multi-year roll out
 - add 8-10 additional schools each year
 - training own team of TOSAs
 - building the capacity of facilitators
 - We (TAGAC) may need to ask for more FTE
 - Angela Allen, new state TAG coordinator, showed an amazing budget disparity between states. Oregon has basically none.
- How do you handle those that just need more?
 - verifies that SSA is still on the table for the Scholar’s program
 - Education is Key. Is telling individual school sites that SSA (and all these other things) are options. We need to match the program to the child.
- Encouraging each building to develop a “profile of an Scholar Student”
- Question: “Challenging high end learners” as a possible resource - Oregon consultant came and created a gifted supplement to Oregon teachers
- Question: Are you asking explicitly are there resources that teachers would need to have to implement various levels and points of this? Yes.
- Question: Have you thought about how a petition for transfer on grounds that they need to move to a building w/ a Scholars Program would be handled?
 - dream is that every school has a scholar’s program
- Concerns - still light on N/NE. Understand the need for flexibility and buy-in. But is this because these schools, which need it the most, are just overwhelmed? And how do we overcome that?
 - Explicit goal of, by the 2nd year of the Pilot Program, to have schools in every quadrant, every cluster
 - Newsletter to tell parents so they can prime their building admin
 - Level of hope communicated to parents

- Question about clustering - sometimes this is the most tangible ways for teachers to feel like they can be manage this.
- Question: Pacific University just added at TAG course/certification track (11 credits). This might be a way to help roll it out leadership. TAG facilitators.
- Question: Will the building “problem” remain in place forever? No. It is really about picking an area to dive deep for the year.
- Question: Will this eliminate the need for other TAGAC recommendations (say cluster grouping)? No, Andrew’s vision is that it is complementary. The school adopts enough things that it can meet everyone’s needs.
- Question: How can we make a floor of requirements to support a neighborhood system? Maybe we take out “Pilot” and “its your turn to develop the Scholars Program at your school”; the board could adopt something; leverage the building TAG plans. (Sidebar - all building have Jan 6th deadline for new building TAG plans)

III. Committee Sessions

Sign up for committees.

IV. New Business

1. (AI: Scholle McFarland presenting for Jane Chaddick) Report on neighboring districts’ TAG identification processes. [Delayed, Jane will share next meeting]
2. (AI: Andrew Johnson) Update on 2nd grade universal TAG testing.
 - a. FAQ sheet will be done soon, updated for this conversation
 - b. Last time we met, Andrew proposed putting it on pause, but the input from TAGAC was not congruent
 - c. Went back to the drawing board
 - d. Decision now is
 - i. broaden the instrument
 - ii. Give every 2nd grader the full COGAT
 1. this takes longer than the screener
 2. every child, unless a parent opts out, will have access
 - iii. Barrier, besides cost, is testing from October 1st until March.
 1. 90 minute test (plus maybe a 1 hour training)
 2. PAT does not have this in the contract, so the TAG department has to do it.
 - a. Has it been asked? kind of. Asked labor relations and was told it was a “workload” issue.
 - b. If PAT pushes back, why? And can we address
 - c. This has to go onto the next PAT contract.
 3. 2 TOSA, 100%, 2 full months to get this done.
 4. Trying to hire more proctors and asking TAG facilitators to give support where they can.
 5. Is there ANY possibility of turning this around this year? Probably not because the schedule is already done.
 - iv. Other than the time barrier, there has been mostly supportive feedback.

- v. Biggest schools are scheduled first to learn how to accommodate the density and then let things get easier.
- vi. Coupling with new data system from Riverside so the numbers should turn around quickly.
- e. Last month, we were worried about the gap between the screener and nomination
 - i. if kids made an 85% on the screener, then do the full. THEN if the full came up 97%. THEN nominated
 - ii. So this new policy takes out one step.
 - iii. Now, the data will come in quicker
 - 1. Riverside scores
 - 2. Dumps into a data manager
 - 3. PPS Compiles a list, and sends to building saying please followup on the nomination
 - a. Question: can we also **notify parents**? With report card.
 - b. And then can we engage communities to have a conversation about nominations - particularly schools that haven't been nominating in the past.
 - iv. **Can we say that every student that is 95% on the COGAT is "TAG potential"** and therefore grants them the same rights.
 - v. **What goes to teachers?** Can we also do some educating for PAT on the other ways the COGAT can be used? How immediate it can turn around? Flag disabilities, ID kids that may need be special ed.
 - vi. Suggestion: start now with a focus group now to ask how to do this next year. Get all the stakeholders together now so we can get this right in the 2016-17 year.

6:30 (10 min)

6:40 (45 min) 7:00 (0 min) 7:00 (45 min)

7:50 (15 min) 8:00

V. Questions from Guests VI Adjourn

NEXT MEETING

Tuesday November 10, 2015

6:30 - 8:00 p.m.

Mazama Conference (2nd floor behind cafeteria) BESC (District admin. building) at 501 N. Dixon St, 97227

