

TAG Advisory Council

Date/time/place: May 18th, 2011, 12:00-1:30pm Elevator Conference Room

Next meeting: TBD for Fall 2011, Time/Location TBA – Evening Meeting Recommended

Attendance: Valerie Underwood, Wilson Cluster (Jackson MS/Wilson HS); Margaret DeLacy, OATAG; Allison Abell, ACCESS Parent; Jeff Strange, Wilson Cluster (Odyssey at Hayhurst)

Minutes: Patricia (Pat) Thompson, TAG Program Administrator

Introductions	Discussion Points <i>Anything to add to agenda?</i>	Decision or Action
Approve minutes		The minutes for the 3/16/2011 TAGAC meeting were approved by the TAGAC members in attendance.
Announcements	<p>~A TAG Report will be given at the next SAC meeting on 5/26/11 at 4 PM at the BESC/Willamette Conference Room. This meeting is open to the public</p> <p>~ODE Corrective Action response is expected within the week.</p> <p>~The annual TAG 101 meeting will be held this evening (5/18/11) for parents of newly-identified TAG students in PPS. Last year, over 350 parents attended. Rebecca Blocher, ODE TAG Specialist, will speak on the topic of <i>Parenting your Gifted Child</i>.</p> <p>~OATAG just reached an agreement with Oregon Spellers (Written Competition) – Held in Spring Annually; ESDs have been coordinating this competition in the past.</p> <p>~HB 2180 has now passed; This legislation requires districts to send TAG plans to ODE annually;</p>	Regarding OATAG 2011: Pat will ask Rebecca Blocher, ODE TAG Specialist, if there is any interest within the Regional TAG Administrators group to co-sponsor a separate session with David Lohman in October 2011.

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	<p>~OATAG Fall 2011 – David Lohman (Creator of CogAT), Keynote Speaker; This year’s location is Reed College; This year’s meeting will be held on Saturday, Oct 22nd, 2011.</p>	
<p><i>When are the TAGAC meetings?</i></p>	<p>5 times per year on the third Wednesday - September 15th, 2010, November 17th, 2010, January 19th, 2011, March 16th, 2011, and May 18th, 2011</p>	<p>Next meeting will be held September 2011 - location and time TBA. Suggestion was made that the first TAGAC meeting in September be held in the evening and that the TAGAC reps determine the best time and location for remaining meetings in Nov 2011 and Jan/March/May 2012.</p>
<p><i>TAGAC Membership</i></p>	<p>How can we increase TAGAC membership? We need to increase TAGAC representation across the district. Several current TAGAC members will have students graduating and/or leaving PPS.</p> <p>We also need to identify a chairperson for TAGAC for 2011-2012.</p>	<p>Recommendations: Announcement at Tag 101; Letter to parents; Change meeting time of TAGAC to evening ; On the ground recruitment; Adopt a more hierarchical structure – ask schools in a given cluster to send a representative; Create an E-mail form for a parent rep for TAGAC; Create a brochure to distribute to events and place on TAG bulletin boards on the purpose of TAGAC including examples; Create a contact list from building parent reps to TAGAC; Post card recruitment might be cost effective.</p>
<p><i>PPS Approved K-5 Mathematics Adoption, including Common Core Curricular Standards</i></p>	<p>Cheryl Ogburn, PPS Achievement Coordinator/Mathematics, presented information on district and State of Oregon updates regarding Common Core Curricula adoption standards in Mathematics and the Bridges to Mathematics Curriculum for K-5 that will be implemented in the Fall 2011.</p>	<p>From Cheryl: Multiple means of measuring will be in place that reflect authentic work samples assessing both standards and mathematical practices in the future (Consortia for Assessment; some formative assessments available now and could be piloted in 2011-2012).</p> <p>OAKS in place through 2013.</p>

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	<p><i>Regarding Common Core Standards:</i></p> <p><i>OAKS test going away in 2014; OR is a part of multi-State Smarter Balance Consortia; ODE is taking the lead on computer interactive assessments (as opposed to multiple choice responses); Formative assessment work is being created; Adapted assessments (above level/standard) will be available</i></p> <p><i>We're going to need to shuffle units in some grade levels (e.g. 4/5/6) in the next few years as we adopt these standards to align with when the assessments will be aligned to the standards by grade level.</i></p> <p><i>The new Common Core Standards are aligned to the newly adopted Bridges curriculum.</i></p> <p><i>Essentially, the new Bridges curriculum assessments will demonstrate proficiency/mastery of the standards at each grade level.</i></p> <p><i>Formative assessments available in the new model:</i></p> <ol style="list-style-type: none"><i>1. Baseline assessments by grade level; qtrly assessments by grade level;</i><i>2. Portfolio pieces of data within each unit;</i> <p><i>The adoption of new standards and curriculum means that we will need to ensure that schools and parents understand what to look for when the question of acceleration occurs. This will be a multi-year process that will evolve over time.</i></p>	<p>Questions were raised about the transitions within the 5 –year district plan for implementation of the new standards including the cross-walk of skills.</p> <p>~Targeting K-1-2 (least amount of shifting) ~Gr 6-7-8 (realignment is necessary; CMP will provide revised lessons) ~Gr 3-4-5 with a plan for cross-walks will be addressed next year.</p> <p>Detailed information on the new Core Common Standards can be found on the ODE website.</p> <p>Information about the new Bridges to Mathematics K-5 curriculum can be found on the PPS Curriculum web site.</p> <p>Extensive professional development has occurred for K-2 teachers this year along with a pilot program with Bridges. Additional PD will be offered next year for K-5 Mathematics teachers will include a two-day Getting Started session and demonstration lessons throughout the year.</p> <p>Recommendation: TAGAC is willing to create a Parent Education information module regarding SS/Mathematics framework data next year – working with both teachers and parents to provide information in partnership with the PPS Curriculum/K-5 Mathematics Team.</p>
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	<p><i>The Single Subject Acceleration Framework for Mathematics can still be applicable for students who demonstrate proficiency/mastery of the newly adopted standards by grade level.</i></p>	
<p>TAG parent survey re TAG Services</p>	<p>Pat shared a copy of a 2008-2009 HS TAG survey that was implemented by several HS two years ago.</p>	<p>TAGAC recommends that the district TAG Office create a similar K-12 TAG parent survey and send it to TAG parents prior to the end of the school year, if possible.</p>
<p>New Business</p>	<p>Expansion of TAG requirements for identification for Creativity/Arts/Leadership?</p> <p>8th to 9th grade TAG transition questions, including ongoing TAGAC concerns about the 9th grade Academy structure for incoming TAG students.</p>	<p>Pat will include both of these TAGAC recommendations in the TAG report at the SAC meeting on Thursday, May 26th.</p> <p>Per Jeff Strange, PPS TAGAC member, these are his suggestions to add to the minutes of this meeting:</p> <p>Jeff read a notice mailed to 8th grade TAG parents which stated that a PPS High School Counselor would be contacting them to “discuss Accelerated Learning Options” available to your TAG student beginning in 9th grade...” He asked what sort of accelerated options 9th graders could expect and whether the mailer signaled that equal opportunities for accelerated learning options would be offered at PPS high schools. For instance, would accelerated learning options be available at Lincoln HS be available at Grant HS?</p> <p>He said that this would seem to be required by ODE Corrective Action Summary, Mandated Action #7, which states that PPS will “provide access for all TAG students to accelerated programs,’ and will “systemize accelerated learning opportunities, especially post-secondary options, for TAG students at all PPS High Schools.”</p>

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		<p>Pat responded that it was up to individual high schools to determine what accelerated options they would offer, that TAG personnel did not know (control) what accelerated options were being offered by the various high schools, but that this information was available on individual HS web sites.</p> <p>Several TAGAC members said that specific HS websites did not appear to provide clear descriptions of accelerated learning opportunities available at the school. TAGAC members agreed that most accelerated learning opportunities appear to be reserved for Juniors and Seniors – via AP, dual credit, and IB – and again voiced their skepticism regarding the ability of high schools to meet the rate and level needs of high achieving freshmen in the context learning communities grouped only by age.</p> <p>Jeff questioned whether the policy of letting individual high schools decide what sort of accelerated options would be available conformed to ODE’s mandated Action #7. Pat responded that this was up to ODE to determine.</p>
Summary		Meeting adjourned at 1:45 PM.

Pending Approval