

# Gifted and Talented Education Supporters (G.A.T.E.S.)

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# Cómo activar los subtítulos en un evento en vivo de Teams

Requisitos: La opción de Subtítulos o Closed Caption (CC), y las opciones de idiomas fueron elegidas cuando se creó el evento. El evento ha comenzado; siga los pasos a continuación:



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**Paso 1:** Haga clic en el icono de la rueda dentada ubicado en la esquina inferior derecha de la pantalla.

**Paso 2:** Haga clic en la opción **Captions/Subtitles**.

**Paso 3:** Si lo desea, elija **Español** como su idioma preferido.

**Paso 4:** Haga clic en el icono de rueda dentada del menú.

**Paso 5:** Elija el tamaño de texto (**Text Size**) y el color (**Text color**) que prefiera, y active el fondo de pantalla si lo desea. (**Background transparency**).

**Nota:** Puede producirse un pequeño retraso en la transmisión del video y los subtítulos.

# Dùng “Closed Caption” Đặc điểm của “Teams Live Event”

## Các Điều Kiện Tiên Quyết:

Đặc điểm “Closed Caption” và chọn ngôn ngữ ưa thích khi “Live Event” được thiết lập. “Live Event” khởi sự.



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**BƯỚC 1:** Nhấn vào biểu tượng cài đặt (hộp số) ở góc bên phải của màn hình.

**BƯỚC 2:** Nhấn vào ô “Captions / Subtitles”

**BƯỚC 3:** Chọn ngôn ngữ ưa thích (tùy ý)

**BƯỚC 4:** Nhấn vào ô cài đặt “Captions / Subtitles”.

**BƯỚC 5:** Chọn cài đặt ưa thích về kích thước, màu sắc, và nền.

**Lưu ý:** Sẽ có chút chậm trễ khi hình ảnh và chú thích được đưa lên.

# Houston ISD's Gifted & Talented Department



Tia Locke Simmons  
Director



Raquel Martinez  
Sr. Admin. Asst.



713-556-6954



[GiftedAndTalented@HoustonISD.org](mailto:GiftedAndTalented@HoustonISD.org)



Kimberly Lewis  
Elementary School  
Office-1



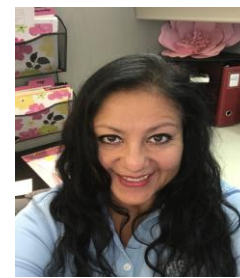
Eva "Terri" Garcia  
Elementary School  
Office-2



Renee Ricca  
Elementary School  
Office-3



Cecily Hale  
Middle School  
Office




Angela Isart  
High School  
Office



Melanie White  
Achieve  
180

# G.A.T.E.S. Mission




The mission of Houston ISD's family advisory council, G.A.T.E.S., is to support and advocate for the improvement and growth of the Gifted and Talented Program.

# During this session families will:

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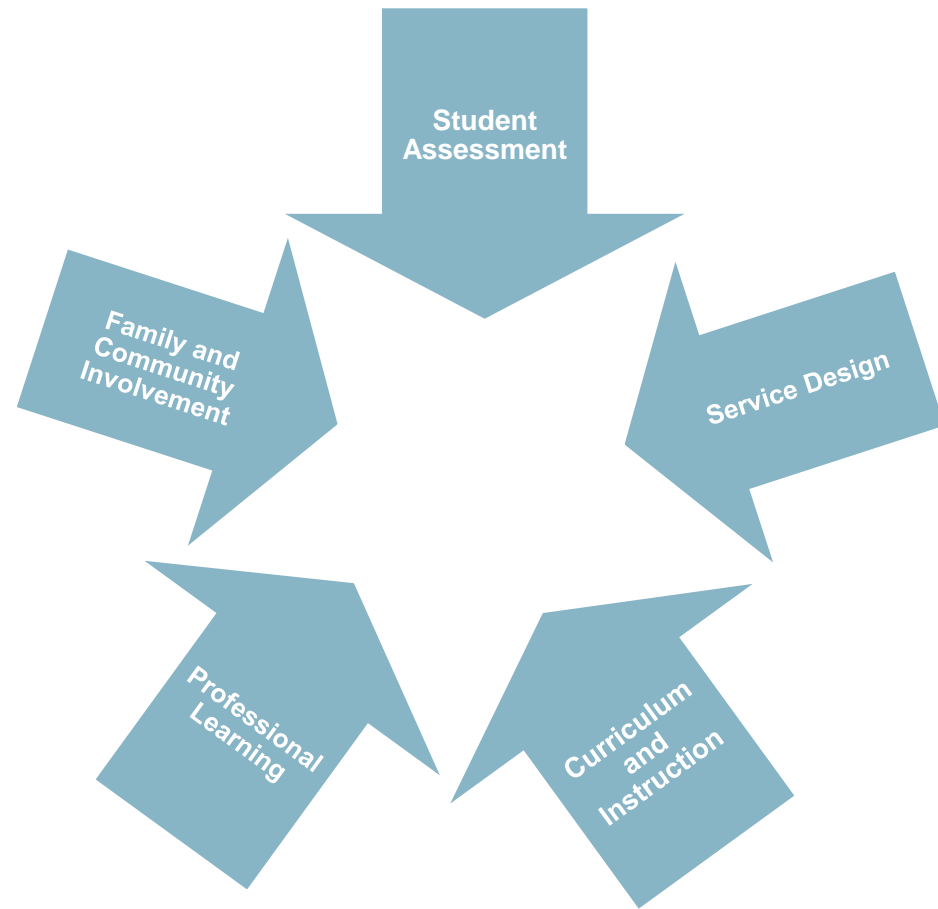
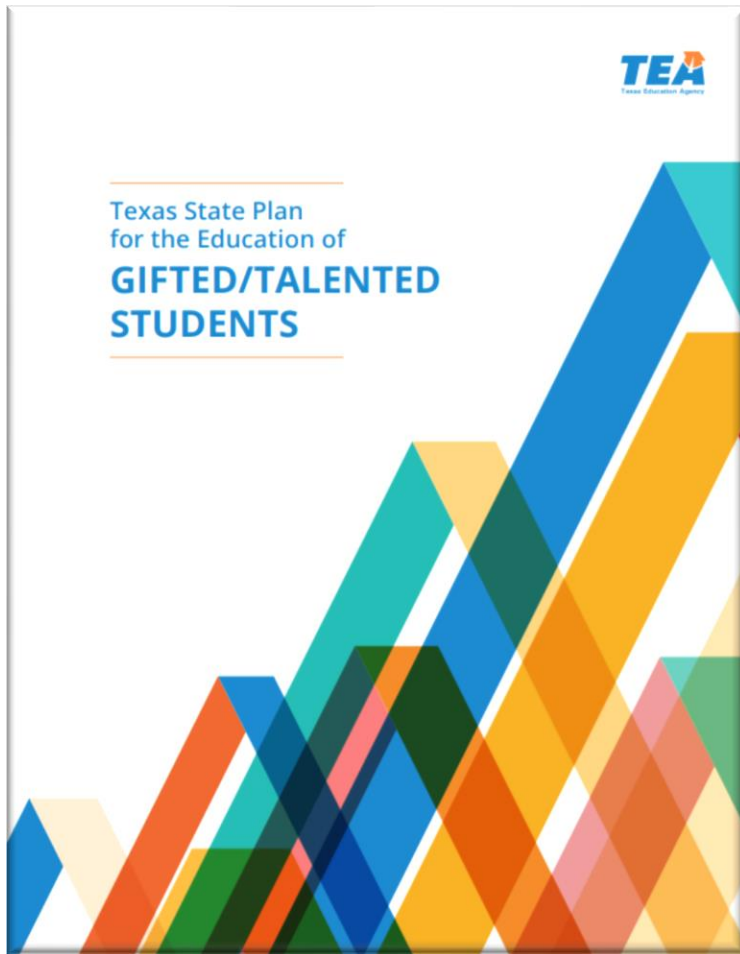
- 
- Gain an understanding of the Texas State Plan for the Education of Gifted/Talented (G/T) Students.

- 
- Explore HISD's G/T program and services including the G/T processes, i.e., transfers, furloughs and exits.

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- Discover ways to support your student via community resources and the completion of a *Needs Assessment Survey*.



# Texas State Plan for the Education of Gifted/Talented Students



# Houston ISD's Vanguard & Magnet Campuses

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## Elementary Schools:

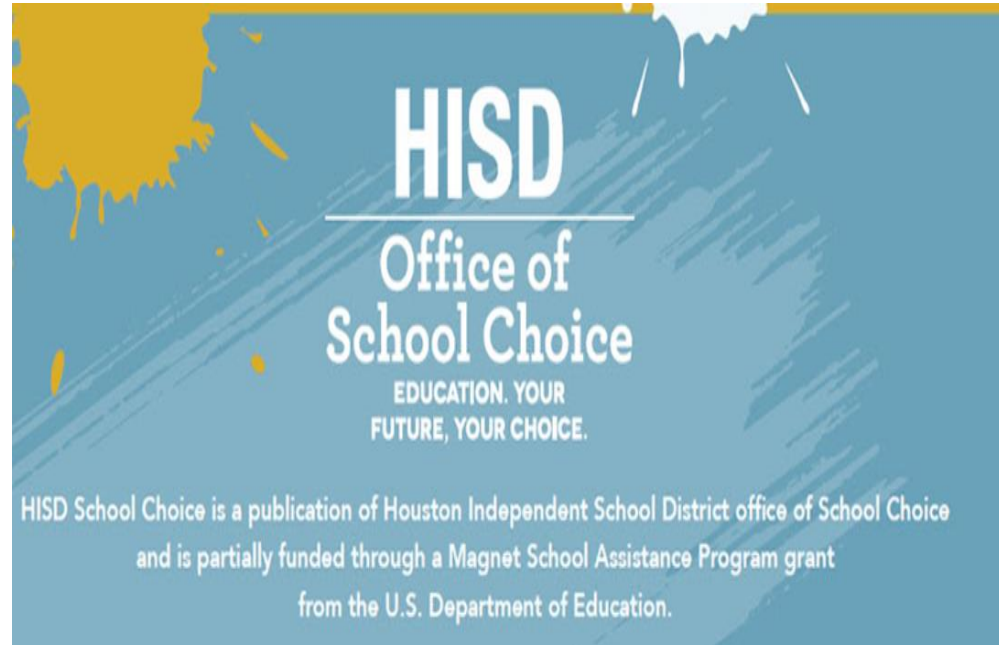
- Askew
- Carrillo
- De Zavala
- Herod
- Oak Forest
- River Oaks
- Roosevelt
- **T.H. Rogers (K-8)**
- Travis
- Windsor Village

## Middle Schools:

- Black
- Burbank
- Hamilton
- Lanier
- **T.H. Rogers (K-8)**

## High School:

- Carnegie Vanguard



The deadline to apply for Vanguard/Magnet Campus via the Office of School Choice is November 18<sup>th</sup>.

# Houston ISD's G/T Program

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Gifted students are served by teachers who have completed the state-required G/T trainings. (Professional Learning)

Gifted students are expected to work together as a group, work with others, and work independently during the school day. (Service Design)

Gifted students are given a variety of learning opportunities in the four content areas of English Language Arts / Reading, Math, Science and Social Studies. (Curriculum and Instruction)

# Houston ISD's G/T Curriculum & Instruction

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The **Texas** State Plan for The Education of Gifted/Talented Students **mandates** that districts meet the needs of gifted/talented scholars by **modifying the depth, complexity, and pacing** of the curriculum and instruction ordinarily provided by the school.



Prior to selecting an instructional delivery model, the school shall conduct a comprehensive **analysis of** gifted scholars per grade level as they relate to the schools' **academic goals/objectives**.

## My Enrichment Activities

Here are some enrichment activities that might interest you. Click any of the icons below to view the activities:

Check this box to view your favorites and your teacher favorites only!

|   |   |   |                                     |  |  |                                     |
|---|---|---|-------------------------------------|--|--|-------------------------------------|
| 76 Activities<br>Virtual Field Trips        | 571 Activities<br>Real Field Trips              | 108 Activities<br>Creativity Training     | 909 Activities<br>Critical Thinking | 342 Activities<br>Projects & Independent Study | 22 Activities<br>Contests & Competitions | 1759 Activities<br>Websites         |
| 613 Activities<br>Fiction (Books & E-Books) | 595 Activities<br>Non-Fiction (Books & E-Books) | 57 Activities<br>How-to (Books & E-Books) | 173 Activities<br>Summer Programs   | 479 Activities<br>On-line Activities & Classes | 2100 Activities<br>Research Sites        | 158 Activities<br>Videos & Podcasts |

## Renzulli Student Profiler

Home Inbox Calendar Journal Groups Search Help Rita

@The Profiler

My Enrichment Activities

My Projects

### @The Profiler

Congratulations, you have completed the Renzulli Profiler™ and opened up your personalized enrichment activities database!

You can also begin to think about some of the questions in the optional section "Open-Ended Questions." These questions will take you some time to answer and we hope that you will complete them in the next few weeks.

When you have read your own profile, you can click on My Enrichment Activities to see the many, amazing activities that match your interests and learning styles. Through My Portfolio you can access all of your Renzulli Learning work, such as your Sites History, Favorite Activities, Self-Assessments, teacher assigned Lessons & Assignments, as well as all of your Project Wizard work.

Have fun exploring the world of Renzulli Learning!

# Completed Renzulli Profiler

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Kimberly is a twelfth grade student who has special talents and abilities in school. They described their grades as above average in math, above average in science, above average in reading and above average in social studies.

They seem to have several areas of interest. Their **primary interest appears to be in reading**, as they seem to like reading novels, stories, poetry, and other types of literature.

Kimberly's **second area of interest appears to be in writing**. They seem to enjoy writing, and should have opportunities to develop skills in writing in a variety of genres such as fiction and non-fiction, poetry, and journalism.

Kimberly's **third area of interest appears to be in social action**, as they seem to show a concern for legal, moral or philosophical issues such as human rights, poverty, animal rights, and environmental issues. They may want to change a law or take action to try to make the world a better place.

Kimberly also has specific preferred instructional styles. Learning or instructional styles are the ways students like to learn and the strategies parents and teachers use to help them learn. Kimberly has very clearly defined learning preferences.

Their **preferred instructional style is through learning games** that enable them to learn content by playing games or participating in activities with cards, board games, or even electronic games. These activities can be completed individually, in small groups of students, or in a whole class of students. Their **second choice of learning style is simulations** that help them to learn content and skills through role-playing people or events. Kimberly also likes acting, or pretending to be a character, and may like to study history by participating in simulations. For example, they may want to role-play Thomas Jefferson in the signing of the Declaration of Independence or Eleanor Roosevelt during World War II. Kimberly **also enjoys discussions** that happen when two or more students talk with their teacher or in small groups about issues and topics by discussing facts and opinions and discussing them.



# Gifted Education Plan

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- A Gifted Education Plan (GEP) is a written set of **individual goals** and **expectations** with a means to measure the goal for the current school year for HISD G/T identified students.
- An **intentional** plan to address **the needs** of gifted students in the areas of giftedness, i.e., Math, English Language Arts/Reading, Science and Social Studies.
- Open Labs for GEPs were held on November 5 and 12 and posted to the [G/T website](#).

# Furlough

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- Furloughs are considered on an **individual basis** for scholars currently identified as G/T.
- The purpose of a furlough is for the student to **retain his/her G/T identification**.
- The furlough does not guarantee the student a seat at an HISD school to which he/she is not zoned to attend.
- The student will retain his/her G/T identification during the length of the furlough but will be coded *G/T Identified Not Served* in the Student Information System (SIS).
- If the student resumes HISD G/T services within the furlough's specified timeline the student will be coded *G/T Identified and Served* in SIS.
- The furlough **may not exceed one year**.



# Transfers

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## INTRADISTRICT

- Transfer scholars who have been identified as G/T according to established District criteria **shall continue** in the G/T program at the campus to which they transfer.
- If an HISD G/T student has not been coded in HISD's SIS, the student's Qualified HISD G/T Identification Matrix must be provided to the G/T Coordinator at the campus to which they transfer.

## OUT OF DISTRICT

- When a student identified as gifted by a previous school district transfers into the District, the student's records shall be reviewed to determine whether placement in the district's program is appropriate.
- The committee shall make its determination within 30 days of receiving G/T records and shall base its decision on the recommendation of the G/T office and the collection of additional criteria. The family shall be notified in writing of the decision.

# Exiting

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In Houston ISD, there are two ways that a student may exit from the G/T Program:

**1. Voluntary:**

Family initiated

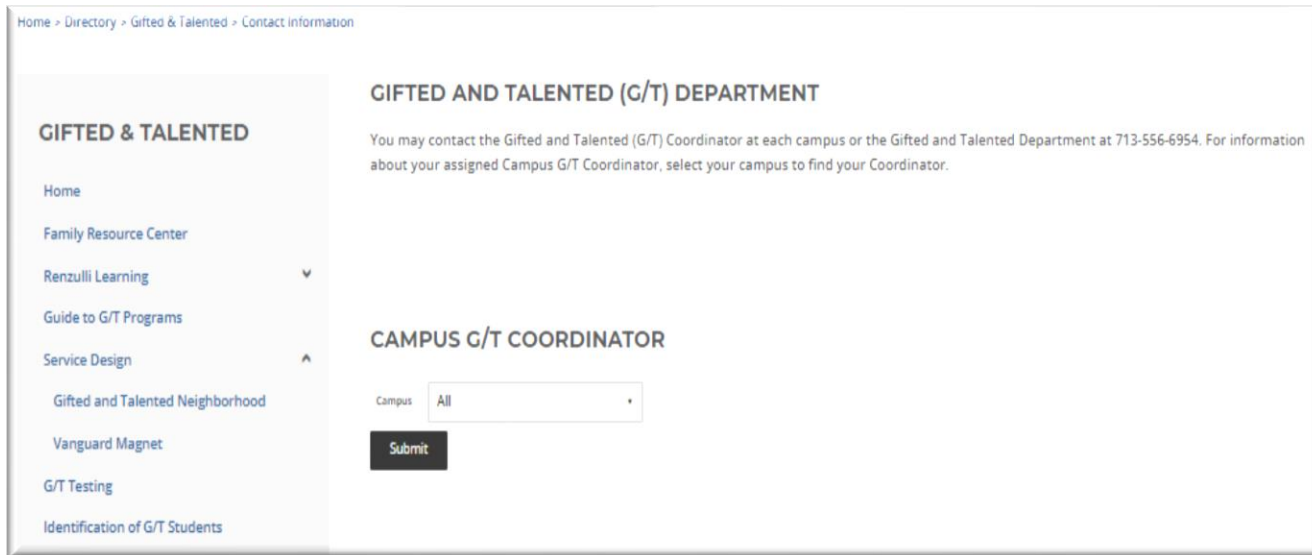
**2. Involuntary:**

G/T committee initiated



# G/T Coordinator

You may click [here](#) to select your campus and find your G/T Coordinator.



Home > Directory > Gifted & Talented > Contact information

## GIFTED & TALENTED

- Home
- Family Resource Center
- Renzulli Learning
- Guide to G/T Programs
- Service Design
- Gifted and Talented Neighborhood
- Vanguard Magnet
- G/T Testing
- Identification of G/T Students

### GIFTED AND TALENTED (G/T) DEPARTMENT

You may contact the Gifted and Talented (G/T) Coordinator at each campus or the Gifted and Talented Department at 713-556-6954. For information about your assigned Campus G/T Coordinator, select your campus to find your Coordinator.

### CAMPUS G/T COORDINATOR

Campus

GiftedandTalented@HoustonISD.org

# Family/Community Involvement

**Campus G/T Expo:** Product gallery of projects and presentations representing rigor, depth and complexity with the date determined by campus.

**Virtual District-Wide G/T Expo:**  
**April 21, 2022**

Each school may bring up to three individual/group products.



TPSP

HOW TO USE GRADE BAND TASK LIBRARY RESOURCES

## Texas Performance Standards Project

The Texas Performance Standards Project (TPSP) comprises a set of performance standards, curricula, and assessments for differentiating instruction and deepening academic learning. TPSP enhances gifted/talented (G/T) programs from kindergarten through high school.

PRIMARY (K-2) INTERMEDIATE (3-5) MIDDLE SCHOOL (6-8) HIGH SCHOOL (9-12)



# Family Resources

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TAGT

Texas Association for Gifted and Talented

TPSP

Texas Performance Standards Project

Renzulli Learning

Independent Investigation Methods

# TAGT Family Webinars

HOME / EVENTS / PARENT WEBINARS

 PRINT

Conferences

giftED21

New Coordinator Boot Camp

Parent Webinars

Professional Development

## UPCOMING EVENTS

1  
DEC

GIFTED21  
CONFERENCE

12/1/2021 to  
12/3/2021 CST

## PARENT WEBINARS

### Past Webinars:

- [Sparking Curiosity and Delight \(English & Spanish\)](#)
- [Tips for Pandemic & Post-Pandemic Advocacy for Gifted Children](#)
- [Creating Strong Kids Through Writing](#)
- [Connect, Collaborate, Create](#)
- [Helping Kids Thrive in Today's World](#)
- [A Conversation About Difficult Conversations](#)
- [No More Silence: Tools for White People Who Want to Actively Fight Racism](#)
- [Beyond "Full Potential": Reconsidering What Success Means for Gifted Children](#)
- [Finding Their Element: Nurturing Gifted Kids' Passions](#)
- [Working With Your Child's School](#)
- [5 Essentials of Parenting Gifted Kids](#)

WANT TO VIEW MORE VIDEOS LIKE THIS?



CHECK OUT PAST WEBINARS

CLICK HERE 

[Click here to view past Webinars](#)

# 2021-2022 Family Needs Assessment

The G/T Department strives to improve its efforts in servicing our G/T students. The G.A.T.E.S. family meetings are one such effort to meet the needs of our scholars and families. Please click [here](#) to complete the **2021-2022 Family Needs Assessment Survey**, by January 11, 2022.

## 2021-2022 G.A.T.E.S. Family Needs Assessment Survey

The G/T Department strives to continuously improve its efforts in servicing our G/T scholars. The G.A.T.E.S. family meetings are one such effort to meet the needs of our scholars and families. Please answer the following questions. Please email [giftedandtalented@houstonisd.org](mailto:giftedandtalented@houstonisd.org) with any questions. Thank you in advance for completing this form.

Name (First & Last): \*

Short answer text


Email Address: \*

Short answer text

Select the campus where your student (s) attend: \*

# Next Meeting

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| 2022 JANUARY |        |  |           |          |        |          |
|--------------|--------|--|-----------|----------|--------|----------|
| SUNDAY       | MONDAY | TUESDAY  | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|              |        |  |           |          |        | 1        |
| 2            | 3      | 4  | 5         | 6        | 7      | 8        |
| 9            | 10     | 11   | 12        | 13       | 14     | 15       |
| 16           | 17     | 18   | 19        | 20       | 21     | 22       |
| 23           | 24     | 25  | 26        | 27       | 28     | 29       |
| 30           | 31     |  |           |          |        |          |

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[Click here to join the meeting](#)



Thank you

