

PENNSYLVANIA GIFTED & TALENTED EDUCATION

State Alignment Summary

Identify • Plan • Document

An overview of how Pennsylvania serves gifted learners under 22 Pa. Code Chapter 16 — Special Education for Gifted Students — through Gifted Multidisciplinary Evaluation (GMDE), the Gifted Written Report (GWR), and the Gifted Individualized Education Plan (GIEP), and how Renzulli Learning aligns to those requirements.

OVERVIEW

Pennsylvania is one of the few states that treats gifted education as a form of **special education**. Under **22 Pa. Code Chapter 16: Special Education for Gifted Students**, districts must **locate and identify** gifted students, conduct a **Gifted Multidisciplinary Evaluation (GMDE)**, produce a **Gifted Written Report (GWR)**, and develop a **Gifted Individualized Education Plan (GIEP)** when specially designed instruction is needed. The state also provides specific guidance for **dual exceptionalities** (gifted + disability).

PENNSYLVANIA'S G/T FRAMEWORK IN CONTEXT

Pennsylvania expects districts to provide **appropriately challenging, differentiated services** through enrichment, acceleration, or both — and to ensure access for students with advanced potential, including **twice-exceptional** learners. PDE guidance covers documentation, service delivery, caseload considerations, and progress toward GIEP goals over time.

WHERE PA STANDS

- **22 Pa. Code Chapter 16** — Special Education for Gifted Students
- Gifted treated as a **special education exceptionality**
- **GMDE** (Gifted Multidisciplinary Evaluation) required
- **GWR** (Gifted Written Report) documents evaluation
- **GIEP** (Gifted Individualized Education Plan) for services
- **Dual exceptionality** (2E) guidance via PDE BEC
- **Multiple criteria** identification required

RENZULLI LEARNING FIT

- **Profiler + Learning Styles Inventory** for holistic profiles
- **CTC** — creativity assessment for GMDE evidence
- **EFA + Leadership Assessment** — multi-criteria evidence
- **Enrichment Database** — 40,000+ above-level activities
- **SEM-based PBL** — Type III investigations for GIEP goals
- **PSP** — GIEP goal documentation & progress tracking
- Caseload-friendly portfolio & reporting tools

ALIGNMENT TO PENNSYLVANIA'S G/T REQUIREMENTS

How Renzulli Learning's instruments and content directly support each of Pennsylvania's expectations for advanced learners:

PENNSYLVANIA REQUIREMENT	HOW RENZULLI LEARNING ALIGNS
Locate & Identify Gifted Students Using Multiple Data Points (Ed. §16.21)	Profiler + Learning Styles + CTC + EFA + Leadership Assessment supply the multi-criteria evidence Chapter 16 expects — including high-level thinking, academic creativity, leadership, intense interests, and communication.
Conduct GMDE & Produce a Gifted Written Report (Ed. §16.22)	Structured data capture and exportable artifacts feed directly into the GWR — supporting the multidisciplinary evaluation team's work and documenting the basis for eligibility decisions.
Develop a GIEP with Appropriate Services & Placement (Ed. §16.32, §16.41)	Goal-aligned Enrichment Database and SEM-based PBL implement the specially designed instruction; PSP tools document placement rationale and the rate, level, and manner of instruction.
Address Dual Exceptionalities (Gifted + Disability) per PDE BEC	The EFA provides functional performance data that informs how gifted enrichment is adapted within a disability IEP framework — supporting the 2E students PDE's BEC specifically addresses.
Specially Designed Instruction Beyond the Regular Program	40,000+ interest-matched, above-level activities and Type III investigations deliver enrichment, acceleration, or blended services — the substantive SDI Chapter 16 envisions for gifted learners.
Caseload Guidance & Progress Toward GIEP Goals	PSP portfolios and progress-monitoring tools give coordinators practical caseload guidance and a clear record of student growth toward GIEP goals — supporting the documentation PDE monitoring expects.

KEY TAKEAWAY

For Pennsylvania districts, Renzulli Learning is the unified platform that operationalizes **Chapter 16** from identification through implementation. The Profiler, CTC, EFA, and Leadership Assessment supply multi-criteria evidence for the **GMDE and GWR**; the Enrichment Database and PBL deliver the specially designed instruction **GIEPs** require; and the PSP generates the goal-progress documentation that supports ongoing GIEP review and PDE compliance — including for dual-exceptionality students.

WANT THE FULL DETAILS?

This is a 2-page summary. Visit the complete Pennsylvania G/T alignment page for the full statutory analysis, identification framework, and FAQs.

renzullilearning.com/en/G-T-Alignment-by-State/Pennsylvania

REFERENCES AND SOURCES REVIEWED

- Pennsylvania Department of Education — Gifted Education (overview & resources)
- 22 Pa. Code Chapter 16 — Special Education for Gifted Students
- PDE Basic Education Circular — Dual Exceptionalities & Caseload Assignments
- PDE — Gifted Education Guidelines (identification, service delivery, curriculum, personnel)
- Source page summarized: renzullilearning.com/en/G-T-Alignment-by-State/Pennsylvania