

WISCONSIN GIFTED & TALENTED EDUCATION

# State Alignment Summary

*Identify • Plan • Replace (Not Add)*

An overview of how Wisconsin's §118.35 and PI 8.01(2)(t) require districts to identify G/T pupils K-12 across five domains using multiple measures with a pupil profile, a board-approved plan, and a designated coordinator — and how Renzulli Learning aligns.

## OVERVIEW

Wisconsin (**Wis. Stat. §118.35**) requires each school board to ensure that all identified students have **access to a program for gifted and talented pupils**. Administrative Rule **PI 8.01(2)(t)** requires districts to **identify G/T pupils K-12 across five areas** (general intellectual, specific academic, creativity, leadership, visual/performing arts) using **multiple measures** and to develop a **pupil profile** with quantitative and qualitative evidence. Districts must establish a **board-approved plan** and designate a **program coordinator**.

## WISCONSIN'S G/T FRAMEWORK IN CONTEXT

Wisconsin's framework has a distinctive philosophical stance: DPI's official toolkit specifies that effective gifted programming must be **"in place of — not in addition to — regular classroom work."** This rejects the common "extra work on Friday afternoon" pattern and requires districts to replace redundant grade-level tasks with advanced, meaningful work when students have already mastered the core content.

### WHERE WI STANDS

- **Wis. Stat. §118.35** — access to G/T programs required
- **PI 8.01(2)(t)** — K-12 identification across five areas
- **Five domains:** intellectual, academic, creativity, leadership, arts
- **Multiple measures** required for identification
- **Pupil profile** (quantitative + qualitative)
- **Board-approved plan** required
- **Designated G/T coordinator** required
- **"In place of, not in addition to"** — DPI philosophy

### RENZULLI LEARNING FIT

- **Profiler + Learning Styles Inventory** for pupil profiles
- **CTC** — creativity domain (one of WI's five)
- **Leadership Assessment** — leadership domain
- **EFA** — supports twice-exceptional identification
- **Enrichment Database** — 40,000+ replacement-level activities
- **SEM-based PBL** — work that replaces redundant tasks
- **PSP** — coordinator oversight & plan documentation

## ALIGNMENT TO WISCONSIN'S G/T REQUIREMENTS

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

WISCONSIN REQUIREMENT	HOW RENZULLI LEARNING ALIGNS
<b>Ensure Access to G/T Program for All Identified Students (§118.35(3))</b>	Interest-matched enrichment and SEM-style projects deliver services beyond the regular program with clear evidence of implementation — ensuring every identified student actually accesses programming.
<b>Identify G/T Pupils K-12 Across Five Domains with Multiple Measures + Pupil Profile (PI 8.01(2)(t))</b>	<b>Profiler + CTC + EFA + Leadership Assessment</b> produce the quantitative and qualitative evidence the pupil profile requires across all five Wisconsin domains — intellectual, academic, creativity, leadership, and visual/performing arts.
<b>Establish Board-Approved Plan &amp; Designate Program Coordinator (PI 8.01(2)(t)2)</b>	<b>PSP</b> planning templates, service maps, and exportable summaries support plan development, coordinator oversight, and ongoing updates — giving the coordinator a centralized instrument for program management.
<b>Programming "In Place Of, Not In Addition To" Regular Classroom Work</b>	Student-driven, interest-matched investigations and <b>SEM-based PBL</b> replace redundant grade-level tasks with advanced, meaningful work — directly embodying the DPI toolkit's signature guidance.
<b>Offer Appropriate Service Options (Cluster, Pull-Out/In, Advanced Coursework)</b>	<b>Enrichment Database</b> (40,000+ interest-matched activities) and <b>SEM</b> tools support all delivery models; progress artifacts make placement, scheduling, and review efficient across the service mix.
<b>Monitor Progress &amp; Maintain Documentation for Program Oversight</b>	<b>PSP</b> progress dashboards and exportable summaries give coordinators the monitoring evidence PI 8.01(2)(t) requires — supporting ongoing board plan updates and program evaluation.

### KEY TAKEAWAY

For Wisconsin districts, Renzulli Learning is the unified platform that operationalizes **§118.35** and **PI 8.01(2)(t)** end-to-end. The Profiler, CTC, EFA, and Leadership Assessment produce the multi-measure pupil profile across all five recognized domains; the Enrichment Database and SEM-based PBL deliver programming that truly replaces rather than adds to regular classroom work — embodying DPI's signature "in place of" guidance; and the PSP gives coordinators the plan-oversight documentation Wisconsin's framework requires.

### WANT THE FULL DETAILS?

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

[renzullilearning.com/en/G-T-Alignment-by-State/Wisconsin](https://renzullilearning.com/en/G-T-Alignment-by-State/Wisconsin)

## REFERENCES AND SOURCES REVIEWED

- Wisconsin DPI — Gifted & Talented (state hub)
- Wisconsin Statutes §118.35 — Programs for Gifted and Talented Pupils
- Wisconsin Administrative Code PI 8.01(2)(t) — School district standards for G/T
- DPI — Toolkit for Gifted Education ("in place of, not in addition to")
- DPI — Key Characteristics of Effective Gifted Education Plans