

MIDWESTERN IU 4

453 Maple St

Academic Standards and Assessment Requirements (Chapter 4) | 2021 - 2024

ACADEMIC STANDARDS AND ASSESSMENT REQUIREMENTS (CHAPTER 4)

The purpose of Chapter 4, Academic Standards and Assessment, of the Pennsylvania School Code is to establish rigorous academic standards and assessments “to facilitate the improvement of student achievement and to provide parents and communities a measure by which school performance can be determined”. As part of the Comprehensive Planning process, each IU will report on their curriculum and assessment alignment to the Academic Standards.

ACADEMIC STANDARDS AND PLANNING

Chapter 4 specifies the minimum curriculum requirements that are to be provided within each grade band.

A written curriculum framework specifies what and when content is taught for each subject within the IU. In this section, IUs identify whether a written curriculum exists for each subject area and in what grade spans the subject is taught.

Chapter 4 Curriculum and Instruction Requirements	Written Curriculum Framework	Taught within the Grade Span
PA-Core English Language Arts	N/A	
PA-Core Mathematics	N/A	
Science and Technology	N/A	
Environment and Ecology	N/A	
Civics and Government	N/A	
Economics	N/A	
Geography	NA	
History	N/A	
Arts and Humanities	NA	
Health, Safety, and Physical Education	N/A	
Family and Consumer Sciences	N/A	

Chapter 4
Curriculum and Instruction Requirements

Written Curriculum Framework

Taught within the Grade Span

Reading and Writing for Science and Technical Subjects

N/A

Reading and Writing for History and Social Studies

N/A

Career Education and Work

N/A

ASSURANCES: STANDARDS ALIGNMENT

The academic standards are benchmark measures that define what students should know and be able to do at specified grade levels beginning in grade 3. The standards are promulgated as state regulations. As such, they must be used as the basis for curriculum and instruction in Pennsylvania's public schools.

Standards	Yes/No
Grade K-2 locally developed curriculum is aligned to PA Core/Academic or Alternate Academic Content Standards	No
Grade 3-5 locally developed curriculum is aligned to PA Core/Academic or Alternate Academic Content Standards	No
Grade 6-8 locally developed curriculum is aligned to PA Core/Academic or Alternate Academic Content Standards	No
Grade 9-12 locally developed curriculum is aligned to PA Core/Academic or Alternate Academic Content Standards	Yes
Our IU has a standardized format for mapping IU curriculum to the PA Core/Academic or Alternate Academic Content Standards.	Yes

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1. Describe your IUs process for reviewing alignment to the PA Core/Academic or alternate academic standards and evaluating and updating the written curriculum.

While MIU IV does not provide direct instruction to regular ed students, the organization does provide robust support to students with IEPs, particularly those with great needs. This skill-based curriculum is reviewed to ensure it has been designed to be effective with our population of students and meets our students' needs.

2. List resources, supports or models that are used in developing and aligning curriculum.

The students that MIU IV support have severe intellectual and physical challenges. After assessing students' challenges, MIU IV creates a

customized skill-based curriculum that meets each student's individual needs.

3. How does the IU ensure that all teachers have access to the written curriculum and needed instructional materials? Explain.

MIU IV supervisors are in constant communication with teacher to ensure that all teachers have access to this curriculum and related assessments. Teachers meet with supervisors regularly to share successes, report students' progress (in relation to the curriculum), and ask for additional tools or resources, if necessary.

Based on the responses above, would aligning locally developed curriculum to the academic standards or alternate academic standards be a priority in your comprehensive plan?

No

ASSURANCES: CURRICULUM AND INSTRUCTION

Chapter 4 establishes that public education provides planned instruction. As defined by Chapter 4, planned instruction is the instruction offered by a school entity based upon a written plan to enable students to achieve the academic standards under § 4.12 (relating to academic standards) and any additional academic standards as determined by the school entity.

Standards	Yes/No
IU develops/maintains a standard format that includes scope, sequence, and pacing.	Yes
Essential content is developed from PA Core/Academic Content Standards.Essential content is developed from PA Core/Academic or Alternate Content Standards.	Yes
Content, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic Content StandardsContent, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic or Alternate Content Standards	Yes
Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic Content Standards exist.Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic or Alternate Content Standards exist.	Yes
Courses and units of study are developed from measurable outcomes and/or objectives.	Yes
Course objectives to be achieved by all students are identified.	Yes
Evidence of measurement procedures for the success of the objectives of a planned course, instructional unit, or interdisciplinary studies exists.	Yes

ASSURANCES: CURRICULUM AND INSTRUCTION (CONTINUED)

Act 82 states that all professional employees must be evaluated once a year and temporary professional employees must be evaluated twice a year. Act 82 requires that all educators will be rated Distinguished, Proficient, Needs Improvement, or Failing.

DANIELSON FRAMEWORK DOMAIN 2: THE CLASSROOM ENVIRONMENT

Creating an Environment of Respect and Rapport

K-2 Proficient

3-5 Proficient

6-8 Proficient

9-12 Proficient

Establishing a Culture for Learning

K-2 Proficient

3-5 Proficient

6-8 Proficient

9-12 Proficient

Managing Classroom Procedures

K-2 Proficient

3-5 Proficient

6-8 Proficient

9-12 Proficient

Managing Student Behavior

K-2 Proficient

3-5 Proficient

6-8 Proficient

9-12 Proficient

Organizing Physical Space

K-2 Proficient

3-5 Proficient

6-8 Proficient

9-12 Proficient

DANIELSON FRAMEWORK DOMAIN 3: INSTRUCTION

Communicating with Students

K-2 Proficient

3-5 Proficient

6-8 Proficient

9-12 Proficient

Using Questioning and Discussion Techniques

K-2 Proficient

3-5 Proficient

6-8 Proficient

9-12 Proficient

ASSURANCES: CURRICULUM AND INSTRUCTION (CONTINUED)

There are a variety of methods for observing and evaluating performance. Formal observation is a required method under Act 82. Indicate other methods used in your IU for observing and evaluating your professional employees.

Observations and Evaluation Methods	Yes/No
Formal Observation	Yes
Walkthrough Observation	Yes
Peer Observation	No
Instructional Coaching	No
Lesson Plan Review	Yes
Self-Directed Plan	No
Collaborative Project	No
Annual Evaluation	Yes
Engaging Students in Learning	Yes
Using Assessment in Instruction	Yes
Demonstrating Flexibility and Responsiveness	Yes
Action Research	No

1. Identify strengths, challenges, or trends that emerge from the analysis of educator observations and evaluations.
MIU IV instructors and counselors are continually evaluated at "Proficient" or "Exemplary" levels.

ASSURANCES: CURRICULUM AND INSTRUCTION (CONTINUED)

Student Learning Objectives (SLO) are a required component of the evaluation of professional employees. It is also a required component of ESSA's Educator Effectiveness measure. Describe the data and the evidence used to create and measure SLOs in your IU by selecting from the drop down menus for each grade span.

EDUCATION AREAS OF CERTIFICATION

Arts and Humanities

Grade Levels	Metric Used	Performance Measure(s)
K-2	Mastery and Growth	
3-5	Mastery and Growth	
6-8	Mastery and Growth	
9-12	Mastery and Growth	

Civics/History/Geography/Economics

Grade Levels	Metric Used	Performance Measure(s)
K-2		
3-5		

Grade Levels

Metric Used

Performance Measure(s)

6-8

9-12

English Language Arts/Reading

Grade Levels

Metric Used

Performance Measure(s)

K-2

3-5

6-8

9-12

Mathematics

Grade Levels

Metric Used

Performance Measure(s)

K-2

3-5

Grade Levels	Metric Used	Performance Measure(s)
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6-8		
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9-12		
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Biology, Environment, and Ecology

Grade Levels	Metric Used	Performance Measure(s)
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K-2		
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3-5		
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6-8		
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9-12		
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Health, Safety, and Physical Education

Grade Levels	Metric Used	Performance Measure(s)
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K-2		
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3-5		
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Grade Levels

Metric Used

Performance Measure(s)

6-8

9-12

Science And Technology

Grade Levels

Metric Used

Performance Measure(s)

K-2

3-5

6-8

9-12

English Language Proficiency

Grade Levels

Metric Used

Performance Measure(s)

K-2

3-5

Grade Levels	Metric Used	Performance Measure(s)
6-8		
9-12		

1. How does the data from the educators' Student Learning Objectives (SLOs) inform instructional practices in your IU?
 Results from educators' SLOs help in the planning and design of professional learning opportunities and provide valuable information as to the effectiveness of current programs.

Based on the responses above, would written curriculum be a priority in your comprehensive plan? No

Based on the responses above, would instructional practices be a priority in your comprehensive plan? No

ASSESSMENT

Chapter 4, Section 4.52, indicates that each school entity shall design an assessment system to do the following:

- Determine the degree to which students are achieving academic standards under Section 4.12 (relating to academic standards).
- Use assessment results to improve curriculum and instructional practices and to guide instructional strategies.
- Provide information requested by the Department regarding the achievement of academic standard.
- Provide summary information, including results of assessments under this section, to the general public regarding the achievement of students.

Assessment

MIU IV does not operate a school but does support students with intellectual and physical disabilities.

Type of Assessment

Diagnostic

Frequency or Date Given

K-2

3-5

6-8

9-12

Students are assessed on a continual basis.

No

No

Yes

Yes

ASSESSMENT (CONTINUED)

EDUCATION AREAS OF CERTIFICATION

A locally-selected assessment is one of the indicators used for the Future Ready PA Index's Grade 3 and/or Grade 7 Early Indicators of Success.

Future Ready PA Index's Grade 3 Early Indicators of Success – No

Future Ready PA Index's Grade 7 Early Indicators of Success - No

Describe how your IU uses benchmark and/or diagnostic assessments in instructional practices?

Diagnostic assessments are used to gauge each student's capabilities and learning activities are designed to address each student's individual strengths and challenges.

SIGNATURE AND QUALITY ASSURANCE

EDUCATION AREAS OF CERTIFICATION

As Executive Director, I affirm that this IU's Academic Standards and Assessment Requirements (Chapter 4) Plan was developed in accordance and complies with the applicable provisions of 22 Pa. Code, Chapter 4.

Executive Director

Date