

## DELAWARE COUNTY TECHNICAL HIGH SCHOOL

100 Crozerville Road

Academic Standards and Assessment Requirements (Chapter 4) | 2026 - 2029

### 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 LEA will report on their curriculum and assessment alignment to the Academic Standards.

## Academic Standards and Assessment Requirements

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 LEA. In this section, LEAs identify whether a written curriculum exists for each subject area and in what grade spans the subject is taught.

1. Identify your school entity type from the drop-down list:

Part-Time CTC

2. Identify the grade bands taught in your school entity and enter student population numbers:

| Grade Bands | Taught in your School Entity | Student Population Numbers |
|-------------|------------------------------|----------------------------|
| Pre K - 2   | No                           | 0                          |
| 3 - 5       | No                           | 0                          |
| 6 - 8       | No                           | 0                          |
| 9 - 12      | Yes                          | 1350                       |
|             |                              | Total<br>1350              |

This Part-time CTC offers the following core content: DCTS only offers CTE programs and physical education courses. DCTS does not offer core content academic classes.

| Chapter 4<br>Curriculum and Instruction Requirements  | Written Curriculum Framework | Taught within the Grade Span |
|---|------------------------------|------------------------------|
| <a href="#">PA-Core English Language Arts</a>   | Not Applicable               |                              |
| <a href="#">PA-Core Mathematics</a>   | Not Applicable               |                              |
| <a href="#">Science, Technology, Engineering, and Environmental Literacy Standards (STEELS)</a> | Not Applicable               |                              |
| <a href="#">Civics and Government</a>   | Not Applicable               |                              |
| <a href="#">Economics</a>   | Not Applicable               |                              |
| <a href="#">Geography</a>   | Not Applicable               |                              |
| <a href="#">History</a>   | Not Applicable               |                              |
| <a href="#">Arts and Humanities</a>   | Not Applicable               |                              |
| <a href="#">Health, Safety, and Physical Education</a>  |                              | 9-12                         |
| <a href="#">Family and Consumer Sciences</a>  | Not Applicable               |                              |
| <a href="#">Reading and Writing for Science and Technical Subjects</a>                          | Not Applicable               |                              |
| <a href="#">Reading and Writing for History and Social Studies</a>                              | Not Applicable               |                              |
| <a href="#">Career Education and Work</a>   |                              | 9-12                         |
| <a href="#">Personal Finance</a>  | Not Applicable               |                              |

## Assurances: Standards Alignment, Curriculum, and Planned Instruction

1. Grade K-2 locally developed curriculum is aligned to PA Core/Academic Content Standards

CTE Setting – No K-2 students

2. Grade 3-5 locally developed curriculum is aligned to PA Core/Academic Content Standards

CTE Setting – No grade 3-5 students

3. Grade 6-8 locally developed curriculum is aligned to PA Core/Academic Content Standards

CTE Setting – No grade 6-8 students

4. Grade 9-12 locally developed curriculum is aligned to PA Core/Academic Content Standards

**Yes**

5. Our LEA has a standardized format for mapping LEA curriculum to the PA Core/Academic Standards

Yes

Optional: Upload the LEA's policy regarding the review of instructional material.

#### Uploaded Files

6. Describe your LEA's cycle and process for reviewing alignment to the PA Academic Standards and evaluating and updating the written curriculum. Include timelines and personnel involved.

The Principals and instructional coaches are available to support CTE teachers and assist them in aligning CTE curriculum with academic standards throughout the school year. All students are given quarterly assessments that include academic questions aligned to CTE content. Through professional learning communities, this data is used in the process of identifying, acquiring, and using materials and resources that support academic integration. Teachers are encouraged to take advantage of program specific professional development opportunities to stay up to date with curriculum, materials and resources for teaching in their technical program area. At least twice a year, Occupational Advisory Committees review materials/resources and make recommendations based on their industry expertise. All students have access to the necessary materials/resources and accommodations are developed as needed with the help of special education teachers who work directly with CTE teachers. At least every three years or as PDE releases updates to specific technical area content, the building principals, CTE teachers, and instructional coaches modify our curriculum documents/resources to reflect the changes made to the task sheets of the technical programs.

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

Curriculum and standards for CTE programs are established through PA Department of Education programs of study. Curriculum and materials are further reviewed by local Occupational Advisory Committees. Integrated academic standards for each program are established through collaboration between instructional coaches and CTE teachers using a coaching model. Mastery of objectives are measured schoolwide through curriculum-based quarterly assessments and performance on the NOCTI exam. Data is analyzed, discussed and strategies for continuous improvement and alignment are developed through professional learning communities (PLCs).

8. Describe how the LEA ensures all teachers have access to the written curriculum and needed instructional materials.

Through the processes indicated in questions 6 and 7, DCTS ensures that all teachers have access to the written curriculum and needed instructional materials. This is an assigned function/task of each technical program's Occupational Advisory Committees to review the materials and resources needed and used by each technical program. Delaware County Technical Schools ensure that all our CTE teachers and support staff have access to the written curriculum and necessary instructional materials through several key strategies: 1. Curriculum Distribution: DCTS distributes the written curriculum documents through our shared folders and our online TEAMS and Google platforms. Teachers and other staff members can access these resources anytime, ensuring they have the most up-to-date materials from DCTS and PDE. 2. Professional Development: DCTS provides training and professional development to help teachers and staff members understand and implement the curriculum effectively. These sessions have covered how to use the instructional materials, aligning lessons with CTE standards along with the core content standards, and integrating new teaching methods into the CTE programs. 3. Collaboration and Communication: DCTS encourages collaboration among our teachers through professional learning communities (PLCs) or team meetings, where CTE teachers and support teachers can share materials, lesson plans, and teaching strategies. 4. Technology Integration: DCTS provides various technology tools, such as chromebooks, laptops, and interactive software, to ensure that CTE teachers and support staff teachers have access to both curriculum resources and instructional materials in various formats. 5. Ongoing Support/Instructional Coaching: DCTS has several instructional coaches on staff or contracted through Delaware County Intermediate Unit who work directly with CTE teachers to provide ongoing support in accessing and using the curriculum and materials. These individuals help ensure alignment with state/BCTE and DCTS standards. Through these approaches, DCTS creates an environment where CTE teachers are fully equipped to deliver effective instruction aligned with the written curriculum.

[Planned instruction consists of at least the following elements: \(Chapter 4.12\)](#)

9. LEA develops/maintains a standard format that includes scope, sequence, and pacing.

Yes

10. Essential content is developed from PA Core/Academic Content Standards.

Yes

11. Content, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic Content Standards.

Yes

12. Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic Content Standards exist.

Yes

13. Courses and units of study are developed from measurable outcomes and/or objectives.

Yes

14. Course objectives to be achieved by all students are identified.

Yes

15. Evidence of measurement procedures for the success of the objectives of a planned course, instructional unit, or interdisciplinary studies exists.

Yes

16. Describe your LEA's intent to revise the locally developed curriculum during this comprehensive plan cycle. (Include content areas and processes)

Based on the time frames of revision of the technical program task sheets and outcomes by PDE, DCTS will revise each technical area curriculum and resources to align with any modifications made through the PDE process. New curriculum scopes along with resource materials will be developed or purchased based on the PDE updates. The required process used by PDE and the approved program evaluation process requires this area of comprehensive planning to take plan on a regular basis. So, this will continue to be a priority under the continuous improvement of our technical programming.

Based on the responses above, would written curriculum be a priority in your comprehensive plan?

Yes

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

Yes

## Assurances: Educator Effectiveness

### Act 13

Check if Act 13 is NOT used in educator evaluations (Brick and Mortar Charter Schools only).

1. What percentage of the educators, who will be evaluated under Act 13, fall into each of the following categories? (Total percent sum of the 4 response boxes must equal 100%)

|  |       |
|--|-------|
| Educator percentage for the category must be greater than or equal to 0.00% and less than or equal to 100.00%. |       |
| A. Data Available Classroom Teachers   | 0     |
| Educator percentage for the category must be greater than or equal to 0.00% and less than or equal to 100.00%. |       |
| B. Non-Data Available Classroom Teachers   | 72.22 |
| Educator percentage for the category must be greater than or equal to 0.00% and less than or equal to 100.00%. |       |
| C. Non-Teaching Professionals  | 22.22 |
| Educator percentage for the category must be greater than or equal to 0.00% and less than or equal to 100.00%. |       |
| D. Principals  | 5.56  |
| The category total percentage of educators evaluated under Act 13 must equal 100%.                             |       |
| Total  | 0     |

2. On what observational components are classroom teachers rated the highest at the elementary/middle/high school level? (choose one in each domain)

|   | Elementary School    | Middle School        | High School   |
|---|----------------------|----------------------|---|
| Domain 1: Planning and Preparation      | -- Does Not Apply -- | -- Does Not Apply -- | 1a: Demonstrating Knowledge of Content and Pedagogy |
| Domain 2: The Classroom Environment     | -- Does Not Apply -- | -- Does Not Apply -- | 2c: Managing Classroom Procedures                   |
| Domain 3: Instruction                   | -- Does Not Apply -- | -- Does Not Apply -- | 3c: Engaging Students in Learning                   |
| Domain 4: Professional Responsibilities | -- Does Not Apply -- | -- Does Not Apply -- | 4e: Growing and Developing Professionally           |

3. What action steps are implemented or will be implemented to build upon the strengths found in the classroom teacher observations?

To build upon strengths identified during classroom teacher observations, DCTS and our school administrators implement the following action steps:

1. Recognition and Positive Feedback: a. Immediate Feedback: After observations, DCTS teachers receive specific, constructive feedback highlighting their strengths, whether in instructional strategies, classroom management, student engagement, or subject knowledge. b. Acknowledgment: CTE teachers' strengths may be acknowledged through a staff meeting, sharing of best practices during a PLC, or a note that highlights the practice, to reinforce positive behaviors and encourage others. 2. Professional Development Opportunities: a. Focused Training: Based on identified strengths, CTE teachers are encouraged to participate in professional development that enhances these areas further, such as workshops or advanced certification courses in their area of strength. b. Leadership Roles: DCTS CTE teachers may be invited to lead or facilitate workshops, serve as mentors, or participate in curriculum development initiatives to showcase and expand their expertise. 3. Peer Collaboration and Mentoring: a. Peer Mentoring: DCTS teachers with specific strengths may be paired with other teachers or staff members who could benefit from their skills, fostering collaboration and knowledge sharing across the school(s). b. Professional Learning Communities (PLCs): DCTS has a system of PLCs which encourages CTE teachers and staff members to work together, share best practices, and reflect on their strengths which drives continuous improvement. 4. Reflective Practice and Goal Setting: a. Individual Growth Plans: DCTS teachers set personal goals around their strengths, using self-reflection and administrative feedback to drive improvement. The strengths observed by administrators are emphasized in the teacher's ongoing teacher development plans to build capacity and inspire confidence. 5. Continuous Improvement and Continuous Feedback Loop: a. Ongoing Observations: DCTS continues to use observations and evaluations to monitor how teachers are expanding on their strengths and provide additional opportunities for growth. b. Actionable Steps for Growth: DCTS teachers and staff are given clear, actionable steps to build on their strengths and continue refining their instructional practices. These steps create a culture of continuous growth and help teachers build upon their strengths to maximize student learning and engagement.

4. On what observational components are classroom teachers rated the lowest at the elementary/middle/high school level? (choose one in each domain)

|   | Elementary School    | Middle School        | High School                                     |
|---|----------------------|----------------------|---|
| Domain 1: Planning and Preparation      | -- Does Not Apply -- | -- Does Not Apply -- | 1c: Setting Instructional Outcomes              |
| Domain 2: The Classroom Environment     | -- Does Not Apply -- | -- Does Not Apply -- | 2e: Organizing Physical Space                   |
| Domain 3: Instruction                   | -- Does Not Apply -- | -- Does Not Apply -- | 3b: Using Questioning and Discussion Techniques |
| Domain 4: Professional Responsibilities | -- Does Not Apply -- | -- Does Not Apply -- | 4a: Reflecting on Teaching                      |

5. What action steps are implemented or will be implemented to improve the challenges found in the classroom teachers observations?

To address challenges identified during classroom teacher observations, school leaders and local education agencies (LEAs) often implement the following action steps: 1. Provide Constructive Feedback: a. Timely and Specific Feedback: After observations, DCTS teachers receive detailed feedback that focuses on areas of improvement. This feedback is delivered promptly to ensure it is relevant and actionable. b. Collaborative Feedback Sessions: Teacher feedback at DCTS is often part of a two-way conversation where CTE teachers and administrators discuss challenges, root causes, and potential solutions collaboratively. 2. Targeted Professional Development: a. Individualized Training: Professional development sessions are tailored to address specific challenges identified in observations, such as classroom management, instructional strategies, or student engagement. b. Coaching and Mentoring: DCTS teachers may be paired with instructional coaches who can provide one-on-one support in areas needing improvement, offering practical tips and modeling effective strategies. c. Workshops and Seminars: DCTS and/or DCIU offer workshops/trainings focusing on challenges like differentiated instruction, formative assessment, or use of technology which help CTE teachers improve their practice in these areas. 3. Development of Action Plans: a. Personalized Improvement Plans: DCTS teachers may be provided with an individualized professional growth plan that outlines specific, measurable goals, strategies to address challenges, and a timeline for improvement. b. Clear Benchmarks: The action plan includes clear performance benchmarks, so both the CTE teacher and administrator can track progress in addressing the identified challenges. 4. Collaborative Support and Peer Observation: a. Peer Observation: DCTS teachers may be encouraged to observe peers who excel in areas where they struggle, such as student engagement or differentiated instruction, to gain insights and practical strategies. b. Collaborative Planning: DCTS creates opportunities for CTE teachers to work in teams during planning times that can help them develop new ideas and strategies to address instructional challenges together. c. Professional Learning Communities (PLCs): DCTS has strengthened our PLCs to provide additional opportunities for teachers to collaborate on solving instructional challenges, share best practices, and reflect on progress. 5. Monitoring and Follow-up: a. Regular walkthroughs: Administrators or instructional coaches schedule regular follow-up observations and meetings to monitor the CTE teacher's progress, provide additional feedback, and adjust support as needed. b. Reflective Practice: DCTS teachers are encouraged to reflect on their own practices, using journals or self-assessment tools, to identify progress and areas where they may need further assistance. By implementing these steps, DCTS aims to address challenges holistically and ensuring teachers receive the support they need to improve in areas where growth is needed, ultimately enhancing student outcomes.

6. What information is used to determine Principal Performance Goals?

| Goals Set                      | Comments/Considerations   |
|--------------------------------|---|
| Provided at the district level | We are a county-wide CTE system with a review across our schools.   |
| Provided at the building level | We are a county-wide CTE system with a review across our schools and within our individual schools/programs.  |
| Individual principal choice    | We are a county-wide CTE system with a review across our schools, within our individual schools/programs, and with individual principal input/involvement in the process. |
| Other (state what other is)    |   |

7. Under Act 13, classroom teachers are required to utilize LEA Selected Measures to develop the Student Performance Measures and possibly the IEP Goals Progress Measures. List student assessments examples each grade/content area will use to develop LEA Selected Measures.

| LEA Selected Measures                    | Grades/Content Area  | Student Assessment Examples   |
|--|--|---|
| Locally Developed School District Rubric | Student Performance Measures are based off of PDE Skill Tasks and NOCTI performance for a group of students in the technical program | Completion percentage on required skill tasks list; increase on NOCTI written as compared to the pre-test NOCTI |
| District-Designed Measure Examination    | Student Performance Measures are based off of PDE Skill Tasks and NOCTI performance for a group of students in the technical program | Completion percentage on required skill tasks list; increase on NOCTI written as compared to the pre-test NOCTI |
| Nationally Recognized Standardized Test  | Student Performance Measures are based off of PDE Skill Tasks and NOCTI performance for a group of students in the technical program | Completion percentage on required skill tasks list; increase on NOCTI written as compared to the pre-test NOCTI |

|   |  |   |
|---|--|---|
| Industry Certification Examination                | Student Performance Measures are based off of PDE Skill Tasks and NOCTI performance for a group of students in the technical program | Completion percentage on required skill tasks list; increase on NOCTI written as compared to the pre-test NOCTI |
| Student Projects Pursuant to Local Requirements   | Student Performance Measures are based off of PDE Skill Tasks and NOCTI performance for a group of students in the technical program | Review of portfolio by teacher and instructional coaches  |
| Student Portfolios Pursuant to Local Requirements | Student Performance Measures are based off of PDE Skill Tasks and NOCTI performance for a group of students in the technical program | Review of portfolio by teacher and instructional coaches  |

Based on the responses above, would instructional practices be a priority in your comprehensive plan?

Yes

## 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

Pre-Test NOCTI and NOCTI

Type of Assessment

Summative

Frequency or Date Given

Beginning of 12th and end of 12th

K-2

No

3-5

No

6-8

No

9-12

Yes

Assessment

Technical Program Skill Task List Completion

Type of Assessment

Summative

Frequency or Date Given

Reviewed weekly

K-2

No

3-5

No

6-8

No

9-12

Yes

Assessment

CTE Math Assessment

Type of Assessment

Diagnostic

Frequency or Date Given

Quarterly

K-2

No

3-5

No

6-8

No

9-12

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 LEA uses benchmark and/or diagnostic assessments in instructional practices?**

Results from career and technical education (CTE) assessments provide valuable insights for improving instructional practices in several ways: 1. Identifying Skill Gaps: Assessment data reveal areas where students may be underperforming or struggling with specific skills. DCTS teachers can use this information to adjust their teaching methods, offer additional support, or revise curriculum materials to better address those gaps. 2. Tailoring Instruction: CTE assessments help identify different learning styles and paces among students. This allows DCTS teachers to differentiate instruction while using more personalized approaches for students who may need extra help or more advanced content for those excelling. 3. Curriculum Alignment: By analyzing assessment results, DCTS educators can ensure that their instruction is aligned with industry standards and competencies required for specific careers. This may involve revising lesson plans to cover more relevant topics or practical skills. 4. Measuring Instructional Effectiveness: Assessment results act as a feedback loop for instructors to evaluate the effectiveness of their teaching strategies. If a large number of DCTS students struggle with a particular concept, the instructor may consider modifying their teaching approach for that topic. 5. Professional Development: Results may indicate areas where CTE instructors themselves need additional training or professional development to better teach certain technical skills or integrate new technologies into the classroom. 6. Data-Driven Decision Making: CTE assessment results provide objective data, helping DCTS educators make informed decisions about instructional changes, resource allocation, and curriculum development to better meet the needs of their students. By closely analyzing and reflecting on these results, DCTS teachers can continuously improve the quality and relevance of their instruction, leading to better student outcomes in technical fields.

Based on the responses above, would the planning, alignment, or analysis of current LEA assessment practices be a priority in your Comprehensive Plan?

No

## Signature and Quality Assurance

### Education Areas of Certification

As Chief School Administrator, I affirm that this LEA'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.

Stephen Butz

Chief School Administrator

02/04/2026

Date