

The Quest Institute

Curriculum Development & Review Cycle Overview

| Phase | | What Happens Here? |
|---------------------------|---|---|
| Curriculum |  | <p>Each grade level/department</p> <ul style="list-style-type: none"> - affirms or modifies content standards and ESLRs - reviews current curriculum in relationship to VCS content standards and ESLRs - reviews alternate publications and materials for possible adoption - integrate ESLRs and VCS content standards into curriculum - updates scope and sequence - develops initial benchmark assessment based on the established benchmarks –give examples <p>* During the subsequent cycles, benchmark assessments are reviewed and revised as appropriate</p> |
| Benchmark Assessments |  | <p>Each grade level/department</p> <ul style="list-style-type: none"> - implements benchmark assessment developed during curriculum review phase - establishes benchmark goal based on initial assessment results - assesses annually using established benchmark assessment |
| Data Evaluation |  | <p>Data evaluation will take place initially the year after the benchmark is given. Analysis includes looking at the skills expected and making decisions based on student achievement. How will you change and improve your instruction to include these skills more purposefully?</p> <p>Each grade level/department</p> <ul style="list-style-type: none"> - analyzes results of benchmark assessment - analyzes results of formative/summative assessments - analyzes results of standardized testing (SAT/PSAT) - develops a one year timeline that introduces and implements the needed skills |
| e-Portfolio |  | <p>Each grade level/department</p> <ul style="list-style-type: none"> - selects evidence of student achievement of benchmarks - digitizes evidence, if necessary - posts evidence to electronic portfolio (e-portfolio) - showcase evidence by providing online view to curriculum director, department, - accreditation teams, and guests - maintains e-portfolio as a dynamic record of student achievement over time |
| Strategic Planning |  | <p>Based on your data evaluation and analysis, use your timeline to adjust your instruction by implementing the identified skills into your instructional time.</p> <p>Each grade level/department</p> <ul style="list-style-type: none"> - integrates identified skills into daily instruction - uses ongoing formative assessments to adjust/improve instruction |
| Accreditation |  | <p>The strategic planning process will be done prior to your accreditation visit and should be in place with action plans being implemented a few years prior to your accreditation visit.</p> |
| Instructional Adjustments |  | <p>The accreditation cycle is ongoing with annual updates documenting the work that has been done. However, In preparation for the upcoming accreditation visit, this phase of the cycle will be used to focus on educating our employees, focus groups, and gathering documentation, as well as ongoing work in each of the above phases of our curriculum review.</p> |