

Course Adjustment Planning Tool (CAPT)

Course Title: _____ Term: _____
 Instructor: _____ Program: _____

Quality Indicators	Action Plan for Making Course Changes and Adjustments
<p>A. Indirect Evidence of Learning</p> <p>Examine any indirect evidence of your instructional performance, using any self-assessments and learner assessments (e.g. checklists and surveys) across eight essential guiding practices (1. Focusing on the intended outcome, 2. Creating and mapping essential content and assessment tasks, 3. Building community, 4. Assessing to assist, 5. Building proficiency, 6. Reflecting on issues, 7. Gathering, displaying, and using evidence to advance the learner, 8. Gathering, displaying, and using evidence to adjust the learning experience).</p> <p>List or note any thoughts and key changes you plan to make in your future classroom guiding practices. Write the changes you want to make in the column at to the right.</p>	<p>Initial Reflection:</p> <p>Course Changes and Adjustments</p>
<p>B. Direct Evidence of Learning</p> <p>Attach to this plan (CAPT) examples of direct learning evidence collected throughout your course, including but not limited to authentic tasks, key assessments, exams, tests, and final capstone assessments. More importantly, include those that suggest causes for course changes and/or adjustments.</p>	<p>Initial Reflection:</p> <p>Course Changes and Adjustments</p>
<p>C. Other Related Evidences of Learning</p> <p>Collect and analyze any other data collected throughout the course that is evidence of learning (learner informal requests, learner suggestions, learner and/or instructor observations, informal surveys) that suggests causes for course changes and/or adjustments.</p>	<p>Initial Reflection:</p> <p>Course Changes and Adjustments</p>