

Program Learning Outcome Five

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CAP 670: Practicum

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Identify and apply the skills necessary for effective leadership, collaboration, and communication in and out of the classroom and/or institution.

Artifact:

1. Peer Collaboration and Team Teaching Reflection Essay

<https://docs.google.com/presentation/d/1TnMdxwyb2Os4-ORROkIAHvMMAoms9rRu/edit?usp=sharing&oid=103082019292331764797&rtpof=true&sd=true>

2. Lesson Plan with Integrated Peer Feedback Cycle

<https://docs.google.com/document/d/1nGsn6VKSkm-R3nHkCXI788DdEoPpA00I/edit?usp=sharing&oid=103082019292331764797&rtpof=true&sd=true>

Rationale

The two selected assignments clearly demonstrate my ability to utilize leadership, teamwork, and communication in educational settings. In CLA 1, I interviewed three English language teachers in order to acquire insight into their lesson planning techniques. This work requires active communication skills for conducting the interviews, as well as critical thinking and leadership to combine their comments into a cohesive study. I recognized best practices and considered how they may be applied to improve my own instructional tactics, demonstrating leadership in professional development. For example, after perception on the interview findings, I started including more organized peer feedback sessions into my lesson plans to promote student autonomy and collaborative learning. This change not only increased student participation, but it also modeled thoughtful behavior, which I now encourage in my colleagues during team planning sessions.

The Week 2 Curriculum Design presentation shows my involvement in international language teaching communities like IALLT. It demonstrates leadership in remaining current with global best practices and technologies in English language training. By analyzing how IALLT benefits educators, I demonstrated collaboration with larger professional networks and effectively presented those insights via a visual medium. These tasks demonstrate how I apply PLO 5 both within and outside of the classroom through reflective investigation, communication, and collaborative engagement with peers and professionals in the subject.

Narrative

These assignments have a significant impact on teaching practice, particularly how educators collaborate, lead learning initiatives, and communicate effectively with stakeholders. In Comprehensive Learning assessment 1, interviewing experienced instructors about their lesson planning methods provided practical insights into various teaching tactics. The interviews demonstrated the significance of differentiating instruction for individuals with diverse cognitive abilities, a principle shared by Gagné's Conditions of Learning (1985). Reflecting on these tactics taught me how purposeful preparation and teamwork among instructors help to create a supportive and effective learning environment. This experience will help me in my future teaching as I aim to incorporate inclusive practices and work as a collaborative team member in curriculum creation and instructional delivery. For example, after observing a presentation on differentiated teaching, I collaborated with a colleague to create a lesson with tiered reading activities for mixed-proficiency ESL learners. During a simulated teaching session, I used this strategy to segregate students by language ability and provide scaffolded vocabulary help. This hands-on application demonstrated how inclusive tactics promote equal participation, which I want to use in actual classrooms.

The Curriculum Design presentation emphasizes the necessity of remaining connected to professional organizations, such as IALLT, that support educational technology and curriculum innovation. Participation in such communities promotes teacher autonomy and continuing development, which Christison and Murray (2014) identify as critical for building culturally appropriate and technologically integrated curricula. Engaging with these networks keeps educators up to date on innovative technologies and tactics, helping them to create more effective, inclusive learning environments.

As a teacher, being an active part of professional learning networks benefits not just my own practice but also the institutional objective of academic achievement. It demonstrates me as a leader who introduces new ways to the classroom and shares them with colleagues through collaborative planning or peer workshops. This leadership via innovation helps to foster a culture of shared professional development and instructional excellence.

Both assessments illustrate the significance of communication, whether through peer interviews, written reflections, or visual presentations. Anderson and Krathwohl (2001) argue that effective communication is critical for articulating objectives, aligning with standards, and cultivating a shared vision of learning. As a result, I plan on continuing to develop these skills by leading with purpose, working strategically, and communicating effectively in order to support student achievement and institutional progress.

References

- Anderson, L. W., & Krathwohl, D. R. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman.
- Christison, M. A., & Murray, D. E. (2014). *What English language teachers need to know: Designing curriculum*. New York, NY: Routledge.
- Gagné, R. M. (1985). *The conditions of learning and theory of instruction* (4th ed.). New York: Holt, Rinehart and Winston.