

Programme Learning Outcomes Eight and Nine (PLOs 8 and 9)

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The Teaching English to Speakers of Other Languages (TESOL) field requires educators to engage in reflective practice, evidence-based decision making, and purposeful synthesis of information in order to respond effectively to the needs of multilingual learners. In diverse educational settings, teachers must not only understand theory, but also apply analytical reasoning, classroom research procedures, and critical evaluation of information to improve instruction and promote equitable learning opportunities. The following submission demonstrates my achievement of Programme Learning Outcomes Eight and Nine (PLOs 8 and 9) through coursework that reflects these expectations. Specifically, the selected artifacts show my ability to use classroom inquiry, assessment data, and research-based analysis to examine complex instructional issues, as well as my ability to identify needed information, evaluate relevant sources, and synthesize ideas into meaningful academic and professional writing. Together, these assignments reflect the integration of TESOL scholarship and practice in ways that support effective teaching, responsive planning, and informed decision-making for multilingual learners (Brown, 2019; Gibbons, 2015).

Programme Learning Outcome Height (PLO 8)

Artifact: Comprehensive Learning Assessment One (CLA 1): [Reflective Interview Report](#)

Rationale

The Reflective Interview Report demonstrates achievement of PLO 8 because it required the use of classroom research procedures, analytical reasoning, and evidence-based interpretation to examine complex TESOL-related issues in a public Montessori setting. In this assignment, I investigated how Montessori teachers plan instruction, differentiate for mixed-level learners, use assessment data, and understand their roles as agents of social change. The report drew on semi-structured interview data and connected those findings to established scholarship on differentiation, formative assessment, culturally responsive pedagogy, and Montessori education. In this way, the assignment reflects the kind of inquiry-based thinking that PLO 8 emphasizes.

This artifact also demonstrates analytical and quantitative reasoning because it considers how teachers use multiple forms of evidence, including observational documentation and formal assessment tools, to guide instruction for multilingual and diverse learners. TESOL professionals must be able to interpret patterns in student learning, identify instructional needs, and make pedagogical decisions based on data rather than assumption. The report shows my ability to analyze classroom practice systematically and to connect practical evidence with research-based conclusions. It therefore represents not only academic research competence but also the capacity to apply inquiry and analysis in order to support equitable and effective teaching for English learners (Black & Wiliam, 1998; Gibbons, 2015; Tomlinson, 2014). The uploaded report itself frames the study as a mixed-methods inquiry into lesson planning, differentiation, assessment, and social change in a public Montessori context.

Narrative

The teaching implications of this assignment are highly relevant to my current and future work in TESOL and Montessori education. First, the report reinforced that effective teaching in multilingual classrooms must be grounded in systematic observation, reflection, and analysis. In Montessori settings especially, teachers are expected to observe closely, respond to developmental readiness, and adapt lessons according to student needs. However, this assignment helped me see more clearly that such responsiveness becomes stronger when paired with intentional research procedures and careful analysis of classroom evidence. This is especially important in settings serving multilingual learners, where language development, academic growth, and participation may not always be fully visible through one measure alone.

Second, this artifact deepened my understanding of how multiple sources of evidence can support stronger instructional decisions. Formative assessment research shows that learning improves when teachers use ongoing evidence to adjust instruction (Black & Wiliam, 1998). Likewise, TESOL scholarship emphasizes that multilingual learners benefit from scaffolding, intentional language support, and teaching that is responsive to both linguistic and academic development (Gibbons, 2015). In a Montessori environment, this means integrating observation, documentation, and formal assessment in ways that preserve child-centered instruction while also ensuring accountability and access. The report's discussion of observation records alongside systems such as i-Ready, mCLASS, and Transparent Classroom reflects this kind of integrated reasoning.

Finally, this assignment has implications for my future professional practice because it shows that classroom research is not separate from teaching; rather, it is one of the most important tools for improving teaching. As I continue working in Montessori and TESOL contexts, I can use similar approaches to investigate student needs, refine differentiation, and solve instructional challenges through evidence-based reflection. In that sense, PLO 8 is not only

about conducting research but also about becoming a more thoughtful, equitable, and effective educator.

Programme Learning Outcome Nine (PLO 9)

Artifacts:

- TSL 502 Vocabulary Instruction Week Six Discussion Question One [Response](#) to the question: “Language” is such a big subject that it is almost impossible to get our heads around it. Is there a way to conveniently obtain language data so that we can study particular words or structures? Support your ideas and provide specific examples.
- [Figure 1](#): Final MOY data review dashboard (SY25–26): Baobab classroom (de-identified screenshot from internal school dataset), used to support the Week 6 discussion post.

Rationale

The TSL 502 Vocabulary Instruction Week Six discussion post and accompanying de-identified classroom Figure demonstrate achievement of PLO 9 because they show my ability to recognize when information and analysis are necessary in order to answer a TESOL-related question in a meaningful and well-supported way. The prompt asked how language data can be obtained conveniently in order to study particular words or structures. Responding effectively to that question required more than a general opinion. It required identifying relevant concepts, locating appropriate sources, evaluating their usefulness, and then synthesizing those ideas into a coherent academic response. In my response, I drew on the concept of corpora as searchable collections of authentic language and connected that idea to classroom-based datasets used in my own professional setting. This demonstrated my ability to move from theoretical understanding to applied analysis. I also incorporated de-identified visual evidence from a school-based dashboard to illustrate how language-learning data can be organized and interpreted in practice. By combining scholarly references with classroom-based evidence, I showed that I can find and appraise information from different sources and compose content that is both academically grounded and professionally relevant. This reflects the central purpose of PLO 9, which is to

recognize when deeper information or analysis is needed and then use that information effectively in support of TESOL inquiry and communication (Brown, 2019; Nation, 2013).

Narrative

The teaching implications of this assignment are significant because TESOL educators regularly need to determine what kind of information is needed before making decisions about instruction, assessment, or intervention. In multilingual classrooms, “language” is too broad to be understood only through general impressions. Teachers need more specific evidence about vocabulary use, phonological awareness, reading behaviors, oral language development, and patterns of progress over time. This assignment reminded me that recognizing the need for information is itself a professional skill. Effective TESOL teaching begins with the ability to ask precise questions and identify what evidence is needed in order to answer them.

This assignment also highlighted the importance of appraising information carefully. In TESOL, not all available information is equally useful. Teachers must determine which sources are credible, which data are relevant, and how those sources can be interpreted in ways that actually support student learning. Brown (2019) emphasizes the importance of meaningful language assessment practices in classroom contexts, while Nation (2013) shows how studying vocabulary and language patterns through structured data can inform instruction. In my own response, I applied these ideas by linking academic concepts about corpora and language study to actual classroom documentation practices. That synthesis reflects a key TESOL competency: the ability to connect research, assessment, and practice rather than treating them as separate domains.

Most importantly, this assignment showed me that composing academic content in TESOL requires interpretation and synthesis, not simple summary. To respond well, I had to select relevant information, organize it logically, and explain its value in relation to real

classroom teaching. In future practice, this means continuing to gather evidence intentionally, interpret it critically, and communicate it clearly so that instructional decisions for multilingual learners are informed, responsive, and effective.

References

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