**Showcase Assignment Justification**

1. **Assignment Title**: ITL 516 Signature Assignment
2. **TPE**: 1, 3, 4, 5
3. **TPE Elements**:
	1. TPE 1: 1, 3, 4, 6, 7, 8
	2. TPE 3: 1, 2, 5, 6, 7
	3. TPE 4: 1, 3, 4, 7, 8
	4. TPE 5: 2, 7, 8
4. **Justification and Reflection**:

The Signature Assignment helped me grow in TPE 1: Engaging and Supporting All Students in Learning, TPE 3: Understanding and Organizing Subject Matter for Student Learning, TPE 4: Planning Instruction and Designing Learning Experiences for All Students and TPE 5: Assessing Student Learning. To begin, this assignment had me analyze a set of students in a third grade math class, and plan academic and social goals accordingly. I was given an info sheet with background information on the ten students in the class, including language barriers, IEP information and information on their interests and pertinent home life factors. In addition, I was given a math assessment from each student, that showed their work, with an answer key to grade them. After analyzing the information sheet and their graded assessments, I was asked to create a learning map around the topic of their assessment (rounding), deciding on a classroom management strategy, social/academic goals for each student and the class, a teaching plan for one day of this lesson, utilizing the principles of UDL and interactive technology, and a reflection about how the students performed and my teaching practices (TPE 1: 1, 3, 4, 6, 7, 8, TPE 3: 1, 2, 5, 6, 7, TPE 4: 1, 3, 4, 7, 8, TPE 5: 2, 7, 8).

Additionally, this assignment strengthened my ABC characteristics of the TPE elements. Through this assignment, I learned how important it is to look at student test data and student backgrounds/learning profiles in order to create lesson plans that meet their wholistic needs (cognition, belief). While it would be easy to just look at a test score and conclude that a student is “low” in math, it is more beneficial and helpful to look at their work shown, their home life, their language proficiencies and their interests to determine where the gap is occurring and how I can help fill in that gap. I am strengthened in my belief that being a teacher includes many roles, not just teaching content, and am excited to help my students thrive by knowing valuable information about them (affect).

Lastly, this assignment helped expand my Inter/Intra Inspire Perspectives. I was inspired by creating an engaging lesson plan that took the needs of the case study of students in to account because it simulated what I would be doing with my own class of students in the future. I hope that through engaging lesson plans, small group instruction that is tailored to students’ interests and needs, and social/emotional support, I can inspire all of my learners to take ownership over their learning and their needs.