**Showcase Assignment Justification**

1. **Assignment Title**: ITL 608 Signature Assignment
2. **TPE**: 1, 4, 6
3. **TPE Elements**:
	1. TPE 1: 1, 4, 6
	2. TPE 4: 1, 6
	3. TPE 6: 1, 3
4. **Justification and Reflection**:

The Signature Assignment helped me grow in TPE 1: Engaging and Supporting All Students in Learning, TPE 4: Planning Instruction and Designing Learning Experiences for All Students, and TPE 6: Developing as a Professional Educator. To begin, this assignment had me observe a Kindergarten class and make a lesson plan for this particular class. I was asked to gain classroom demographic information, strengths and weaknesses for the class overall, and information about students with IEPs in order to craft a lesson plan that fit their social/academic needs (TPE 1: 1, TPE 4:1). After gaining this information from their teacher, observing the class and asking the teacher for feedback on a learning map outline, I was asked to create action plans for two students and the class as a whole, deciding on a classroom management philosophy, social/academic goals for the students utilizing the principles of UDL, and a day by day lesson plan with multiple ways for students to engage with and express the chosen standard (TPE 1: 4, 6, TPE 4:6, TPE 6:1, 3).

Additionally, this assignment strengthened my ABC characteristics of the TPE elements. Through this assignment I learned how important it is to acquire feedback from colleagues on your lesson plans (belief). Not only should I, as a teacher, observe the other teachers in my grade level to gain ideas and insight, but I should actively seek out feedback on my lesson plans and teaching (cognition). Having a third party to review the lesson plan added ideas I wouldn’t have thought of myself that take into account different perspectives, background and knowledge. I enjoyed the process of asking for feedback and was proud of the results that stem from collaboration and communication with another teacher (affect).

Lastly, this assignment touched on the Inter and Intra Inspire perspectives. I was inspired by the particular grade level I observed, as I hope to one day teach Transitional Kindergarten or Kindergarten. I loved seeing the capabilities of these students and was inspired at where I could take my future class with some of the insights gained. I also think that the reciprocal feedback between their teacher and I was inspiring. Mr. Jeffers commented on how he really enjoyed reflecting on his teaching during our debrief of my observation. Having the chance to provide feedback and gain feedback is mutually inspiring, as we both learned more about our teaching styles, his little learners and how to best plan for such a diverse class.