**Showcase Assignment Justification**

1. **Assignment Title:** ITL 606 Signature Assignment
2. **TPE:** TPE 1, TPE 2, TPE 4
3. **TPE Elements:** 
   1. TPE 1: 1, 2, 4, 6
   2. TPE 2: 1, 2, 3, 6
   3. TPE 4: 1, 6
4. **Justification and Reflection:**

The Signature Assignment helped me to apply my skills and knowledge around TPE 1: Engaging and Supporting All Students in Learning, TPE 2: Creating and Maintaining Effective Environments for All Learners, and TPE 4: Planning Instruction and Designing Learning Experiences for All Students. This group assignment had us apply our knowledge and assessment of a class of students we had been given information on through weekly case studies to plan for both short-term and long-term social and academic goals (TPE 1: 1, TPE 2: 1 TPE 4: 1). We created a SNIWL chart to examine each student’s strengths, needs, interests, and preferred ways of learning in order to develop learning plans that would support access to the curriculum for this wide range of learners in the general education classroom and environment (TPE 1: 4, 6). Additionally, we created a classroom management plan for Mr. Jones to implement with this group of students, thought of ways we could leverage community involvement through parent, teacher, and support staff communication, and developed a plan to address some of the instances of intolerance and bullying in Mr. Jones’ class to create a healthy and inclusive learning environment for all students (TPE 1: 2, TPE 2: 2, 3, 6, TPE 4: 6).

Moreover, this assignment allowed me to reflect on my affects, beliefs, and cognitions regarding these TPE elements. Prior to this assignment, I had not had much experience or practice planning for such a diverse group of learners, several of whom had IEP’s with both social and academic goals needing to be incorporated into this learning plan. It helped me to address some of my own concerns about planning for such a broad range of learners by requiring me to think strategically about how classroom management strategies, classroom groupings, and collaboration with parents, teachers, and other staff members could be utilized to address the needs, emotionally and academically, of all students. This inspired me to plan more thoroughly for all of my future students after seeing how beneficial creating the SNIWL chart was in creating student groupings by leveraging student diversity in strengths, needs, interests and preferred ways of learning. By creating a classroom community that is student centered and relevant to each student’s unique attributes, this should hopefully inspire all students to be life-long learners equipped with the skills to overcome any learning needs they may have or come to encounter.