**Showcase Assignment Justification**

1. **Assignment Title**: ITL 604 Field Work
2. **TPE**: TPE 3, TPE 4, TPE 5
3. **TPE Elements**:
   1. TPE 3: 2, 4, 5, 6
   2. TPE 4: 1, 2, 4, 5, 6, 7, 8
   3. TPE 5: 1, 2, 3, 4, 5, 6, 7, 8,
4. **Justification and Reflection**:

Observing and interviewing Mr. Hazzard, a special education teacher at Bobier elementary school, helped me reflect on elements from 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. Throughout his interview, he communicated the importance of screening students in order to pinpoint where they need extra support, the value of collaborating with parents, teachers and the child’s doctors if needed when making adaptations or learning goals specific to the child through their IEP, and how constant monitoring of student goals leads to student success academically and behaviorally (TPE 3: 2, 4, 5, 6, TPE 5: 1, 2, 3, 4, 5, 6, 7, 8). He also shared insights on how valuable it is for all students to be able to access the curriculum, for typical students to have exposure to atypical students in order to gain compassion, and for principles of UDL to be incorporated in to general education classrooms as well as special education classrooms (TPE 4: 1, 2, 4, 5, 6, 7, 8). Through observing the focused small groups of students grades Kindergarten through 5th and through noticing how he encouraged his students, provided them with specific feedback and challenged them to create their own learning opportunities, I gained an appreciation for individualized instruction as it makes students feel valued, seen and heard from their educators (affect). I also gained ideas I can put into practice to allow students a diverse range of expressing mastery of content, such as having students create a game to show their phonetic awareness instead of just quizzing with flashcards (behavior), and gained helpful knowledge about the referral process and requirements a general education teacher has in regards to meeting the needs of all learners (cognition). I know that understanding UDL, MTSS and how to collaborate with specialists is a growth edge I have and am currently working to improve my understanding of and corresponding behaviors towards learners with exceptionalities. I have reached out to specialists at my school for information packets about early interventions and common signs of learning delays, have co-lead a parent conference with a speech specialist for one of my students and have established a relationship with Mr. Hazzard where I can come in to observe at any point during the day.

Completing this interview and observation additionally reflected the Inspire Perspectives of “Intra” and “Inter.” Seeing the students who might not be motivated in a traditional setting take ownership of their learning, by brainstorming their own essay ideas and initiating a game of hang man with their newly gained phonetic awareness, was eye opening. Students can succeed in the right environment and benefit from adaptations or smaller learning environments. I am inspired to see each of my students with the perspective that they can grow to the point where they are motivated and active agents in their learning, something that Mr. Hazzard demonstrated well.