

Director of Special Education and Pupil Services Portfolio

University of Wisconsin – Eau Claire

Portfolio Artifact Reflection

Title of Experience/Artifact: Inequalities Group Presentation

Date Experience/Artifact Completed: July 2024

Description of educational experience/artifact:

This group presentation was created through a collaborative effort in our SEIP 786 course. Together, we explored systemic inequities by diving into data from five different school districts. Each of us brought in insights from our own district, using tools like WISEdash and local reports to examine student demographics, achievement, attendance, and behavior. As we analyzed the disaggregated data, we began to see patterns. There were some clear disparities and shared challenges across districts.

From there, we worked as a team to propose thoughtful, evidence-based strategies that could support more equitable outcomes for students. Our presentation highlighted the critical role of culturally responsive practices, strong universal instruction, and the thoughtful application of implementation science. Ultimately, this project helped us better understand how to promote equity and access for all learners, by starting with the systems we shape in our schools.

Standard/ Content Guideline Alignment:

- Wisconsin Administration Standard 3, 4, 10
- DSEPS Content Guideline 1, 2, 5, 7

Aligned with WAS 3, it uses disaggregated district data to evaluate learning environments, uncover systemic inequities, and guide decision-making, especially for students with disabilities and those experiencing poverty. The team identified achievement and behavior gaps, then proposed actionable strategies to strengthen instructional and support systems.

WAS 4 is reflected in the focus on removing family engagement barriers, such as transportation and health access, and in the recommendation to expand supports like after-school tutoring and nutrition programs. The emphasis on culturally responsive communication shows a strong commitment to inclusive family-school partnerships.

Professional learning is a key, aligning with WAS 10. The proposal calls for staff development in evidence-based practices, including coaching and mentoring models grounded in implementation science and the Science of Reading. These efforts demonstrate a systemwide approach to supporting educators and improving outcomes for underserved students.

The presentation also meets CG 1 by examining how education laws and accountability policies, like ACT 20 and the Alaska Reads Act, shape service delivery. It reflects CG 2 by acknowledging the unique learning needs of ELs, students with disabilities, and economically disadvantaged students, and CG 5 by advocating for stronger MTSS structures and integrated pupil

services. Legal compliance and high-quality instruction are emphasized throughout, demonstrating CG 7 in action.

Together, this collaborative artifact demonstrates my readiness to lead inclusive, legally sound, and student-centered reform across diverse educational settings.