

Director of Special Education and Pupil Services Portfolio

University of Wisconsin – Eau Claire

Portfolio Artifact Reflection

Title of Experience/Artifact: Issues / Problem Solving Paper

Date Experience/Artifact Completed: May 2025

Description of educational experience/artifact:

This artifact is a written analysis that allowed me to explore a real-world challenge in special education or pupil services. The issue chosen is something a DSEPS might realistically face, such as overrepresentation of minority students in special education. The assignment pushed me to think critically and holistically, weaving together legal, ethical, instructional, and leadership perspectives.

I began by clearly identifying the problem, then analyzed data, researched evidence-based solutions, and developed a leadership plan to address it. This paper reflects my ability to approach issues with both critical thinking and a student-centered mindset. It shows how I would lead with compassion, and always striving for meaningful, and effective improvement.

Standard/ Content Guideline Alignment:

To which standard(s) are you aligning your artifact/experience?

- Wisconsin Administration Standard 2, 3, 4, 5, 8, 10, 11
- DSEPS Content Guideline 1, 2, 3, 4, 5, 7, 8

This artifact aligns with WAS 2 by approaching disproportionality as a matter of ethical responsibility, urging leaders to challenge biased systems. It supports WAS 3 through the integration of culturally responsive practices and advocacy for multilingual and low-income students. By focusing on stronger Tier 1 and 2 systems, it addresses WAS 4 and CG 4, emphasizing equitable access to instruction and reducing inappropriate referrals.

WAS 5 is demonstrated through efforts to build inclusive school climates, while WAS 8 and CG 7 are reflected in strategies like multilingual home visits and parent listening sessions to foster meaningful partnerships. Equity audits and ongoing data review processes show a clear connection to WAS 10 and CG 5, promoting continuous improvement.

Legally, the work aligns with WAS 11, CG 1, and CG 3, applying IDEA and Section 504 to support fair evaluation practices. It also reflects CG 2 in recognizing diverse learner needs and CG 8 in its focus on ethical, collaborative leadership. Together, these efforts show how I plan to lead with equity, legality, and care.