

Director of Special Education and Pupil Services Portfolio

University of Wisconsin – Eau Claire

Portfolio Artifact Reflection

Title of Experience/Artifact: Mapping and Analyzing Learning Supports

Date Experience/Artifact Completed: August 2024

Description of educational experience/artifact:

This artifact is a comprehensive look at the learning support systems in the Luxemburg-Casco School District. I examined how supports are structured across six key areas: classroom learning, student transitions, crisis response, family involvement at home, community partnerships, and assistance for families in need.

The report highlights both the district's strengths and areas where equity gaps exist. From there, I outlined specific strategies to address those gaps—like implementing culturally responsive curriculum, strengthening crisis response protocols, and rebuilding community connections. This work reflects my systems-level thinking and my commitment to creating inclusive, equitable practices that serve all students and families.

Standard/ Content Guideline Alignment:

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

- Wisconsin Administration Standard 1, 3, 5, 8, 10
- DSEPS Content Guideline 1, 2, 4, 5, 6, 7, 8

This artifact reflects WAS 1 by promoting a shared vision of equity through a comprehensive review of learning supports across the district. The process helped me understand how systems affect student outcomes and where leadership can drive meaningful change. I identified gaps, especially for multilingual learners, students with disabilities, and economically disadvantaged families, demonstrating alignment with WAS 3 and CG 2 by advocating for culturally responsive, inclusive practices.

By focusing on SEL, crisis response, and behavioral supports, the project supports WAS 5 and CG 6, emphasizing the importance of safe, caring environments. Proposals to strengthen family communication and increase community involvement reflect WAS 8 and CG 7, with a focus on trust-building and engagement.

The data-driven action plans show WAS 10 in practice, connecting analysis to improvement. These plans also reflect CG 4 and 5 through targeted instructional supports and professional development. Finally, the work demonstrates knowledge of legal responsibilities (CG 1) and models ethical leadership (CG 8) through transparent, equity-focused planning.