Table of Contents

Definition............................................................................................................................................... 2
Creating and Organizing Your Portfolio................................................................................................. 2
Presenting Your Portfolio......................................................................................................................... 3
Portfolio Review Rubric.......................................................................................................................... 4
Appendix A: Standards and Guidelines for MOEs .................................................................................. 5
Appendix B: Required and Choice MOEs ............................................................................................... 6
Appendix C: Sample Portfolio Components.......................................................................................... 7-12

Welcome to this Portfolio Handbook. We hope it serves as a useful guide to your portfolio design and presentation. Please contact one of us if you have questions.

Information in this handbook is effective as of June 1, 2018. Martin Luther College reserves the right to make changes in this handbook without advanced notice.

Dr. Lawrence Lotito, Portfolio Review Chair
**DEFINITION**

The portfolio is a systematic collection of work that documents your progress and readiness for the teaching ministry. The contents of your portfolio also provide documentation that you A) know the Standards of Effective Practice, B) know how your coursework/educational experiences help you meet these standards, and C) know how both may, hopefully, enhance your future work in the teaching ministry.

**CREATING AND ORGANIZING YOUR PORTFOLIO**

During your years at Martin Luther College you will collect **artifacts/models of evidence (MOEs)** that you will include in your portfolio. Many of the MOEs may be completed as part of your coursework. Other MOEs may be obtained from experiences outside of the classroom setting. Single major students, choose two MOEs for each standard. Multiple major students, choose one MOE to reflect each major for each standard. (The Licensure Officer will determine a plan for triple majors.) It is important to have a collection system for keeping track of the MOEs that you plan to include in your portfolio. The MOEs that you choose will need to show how you have met each of the 10 Standards of Effective Practice. (See Appendix A)

Important points to remember during your preparation:

1. The portfolio should be housed in a 3-ring binder. The binder must have a clear area on its spine. Neatly devise a label with your first and last name and the word “PORTFOLIO” on it, and slip it into the spine. (See Appendix C)
2. Your binder will also need a clear sleeve on the cover so that you can place your portfolio title page into it. This title should be the theme for your educational journey at MLC and beyond. You are encouraged to design this in a creative and professional manner. (See Appendix C)
3. Plan your Table of Contents (See Appendix C) and Autobiography (See Appendices B and C).
4. You will need **ten** Cover Pages in clear plastic sleeves--one for each standard (See Appendix C) If your work exceeds one page, include the second page in the same clear plastic sleeve in a back-to-back format.
5. Each MOE in the portfolio should also be in a separate, clear plastic sleeve after the appropriate standard.
6. If you have a MOE that you cannot fit into a clear plastic sleeve after the appropriate standard, you should put a sheet of paper into the sleeve that refers the reviewers to your attached MOE.
7. It is your choice if you want to use the original copy of your work or if you want to use a clean copy. MOEs that are several pages in length should be put into one clear plastic sleeve and not into multiple clear plastic sleeves.
8. Each sleeve must be numbered on the bottom right hand corner. The page numbering must coincide with the page numbers recorded in the table of contents. Standard 1 would be page 1 and the corresponding MOEs would be numbered 1A, 1B, (and 1C for some triple majors). The other standards and MOEs would follow the same pattern. Be consistent in the way in which you number your sleeves.
9. The color of paper that you choose to use for the cover pages for the standards should be consistent throughout the portfolio. Be creative and professional.
10. No MOE may be used more than once; for instance, if you choose to use your MLC black reflection journal, it can provide only one MOE.
PRESENTING YOUR PORTFOLIO

Your portfolio presentation will take place after you have completed your last Lutheran school student teaching experience. The portfolio, and its acceptable presentation, is an MLC graduation requirement as well as being part of the final evaluation for licensure/assignment. It will be a formal presentation with two reviewers, at least one of which will be a professor and one may be a peer reviewer. Your presentation will be 25-30 minutes in length. After you are finished, the reviewers may ask you questions about your presentation.

Your portfolio presentation provides an opportunity for you to describe your learning experiences, to connect them to the standards, and to show how this will help you in your future teaching ministry.

The following is a checklist of things for you to remember in preparing your presentation:

1. Practice your presentation so that it flows smoothly, with limited reading, and within the allotted time.
2. Dress professionally and arrive early for your presentation.
3. You may choose to sit or stand. Make sure you use your portfolio during your presentation by paging through it as you present each MOE. If you use any form of technology for a MOE, select a portion that you can show in two minutes or less.
4. Begin by introducing yourself and identifying your major(s). (Elementary, Secondary, or Early Childhood)
5. Continue by briefly explaining your theme and your autobiographical sketch.
6. During your presentation name each standard and its explanation.
7. You must present a minimum of one MOE for each standard. Multiple major students must present a well-balanced selection of MOEs that reflect each major.
8. Describe your MOEs and tell how they helped you meet the standard. (It will be of help to the reviewers if, after describing a MOE, you use the words “This MOE helped me meet the standard because…”).
9. Tell how meeting this standard* will help you in your future teaching ministry. (It will be of help to the reviewers if, after showing how your MOE helped you meet the standard, you use the words “Meeting this standard will help me in my future teaching ministry by…”).
10. Conclude by thanking your reviewers.

After you have completed your portfolio presentation, you will be asked to step outside the room while the reviewers assess your portfolio and your presentation. Remain nearby until they call you back in to share their conclusions with you, and to return your portfolio.

Your portfolio will be assessed using the rubric found on page 4. Please review it carefully. Your portfolio will be assessed in these five areas: Standards/Evidence, Reflection/Correlation, Oral Presentation, Organization of Portfolio, and Mechanics.

*Note: Because the standard and the MOE are correlated at this point, you may focus on either the standard or the MOE.

Note: The day you present your portfolio you will also be required to serve as a peer reviewer.

Note: If you do not present your portfolio on your assigned day and time, you may have to wait to present until the next scheduled portfolio day, which might delay your graduation.
<table>
<thead>
<tr>
<th>Standards/Evidence</th>
<th>Excellent</th>
<th>Use only a 4 or 1 in this area</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>If all 10 standards identified and clearly supported by two models of evidence based on your major(s)</td>
<td>4</td>
<td>1</td>
<td>One or more standard(s) missing or not clearly supported by two models of evidence based on your major(s) (Duplicate MOEs)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflection/Correlation</th>
<th>Excellent</th>
<th>Good</th>
<th>Developing</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both oral and written reflections clearly demonstrate an excellent understanding of, and correlation with, the standards as they apply to your future teaching ministry</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>Both oral and written reflections demonstrate little understanding of, or correlation with, the standards as they apply to your future teaching ministry</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Oral Presentation</th>
<th>Excellent</th>
<th>Good</th>
<th>Developing</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent speaking ability and excellent oral presentation skills in a formal setting</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>Lack of speaking ability, lack of oral presentation skills in a formal setting, too much reading, or time violation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization of Portfolio</th>
<th>Excellent</th>
<th>Good</th>
<th>Developing</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent appearance and format</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>Appearance or format needs significant Improvement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mechanics</th>
<th>Excellent</th>
<th>Good</th>
<th>Developing</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>No mechanical errors observed</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>Numerous mechanical errors observed</td>
</tr>
</tbody>
</table>

**Acceptable** 15-20 points

**Unacceptable** Less than 15, or a 1 in any category

---

**Acceptable**

**Unacceptable** Reviewers will explain to the presenter what needs to be done to obtain an acceptable rating. The student must make the necessary changes in the written and/or the oral presentation and have it/them evaluated again.

**Reviewers’ Signatures**

---

---
APPENDIX A: STANDARDS AND GUIDELINES FOR MOEs

Some of the standards will call for specific MOEs and others will be ones that you will choose. No MOE may be used more than once.

**Standard 1 (Subject Matter)** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

*Your choice (See Appendix B)*

**Standard 2 (Student Learning)** The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development. (This standard is also interpreted to mean spiritual development.)

*Your choice (See Appendix B)*

**Standard 3 (Diverse Learners)** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

*Your choice (See Appendix B)*

**Standard 4 (Instructional Strategies)** The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

*Your choice (See Appendix B)*

**Standard 5 (Learning Environment)** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

*Your choice (See Appendix B)*

**Standard 6 (Communication)** The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

*Your choice (See Appendix B)*

**Standard 7 (Planning Instruction)** The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

*Include a lesson plan. (Multiple major students, see Appendix B)*

**Standard 8 (Assessment)** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual and social development of the learner.

*Your choice (See Appendix B)*

**Standard 9 (Reflection and Professional Development)** The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

*Include your Student Teaching Reflective Essay Form from your last Lutheran school student teaching experience. (See Appendix B)*

**Standard 10 (Collaboration, Ethics, and Relationships)** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well being.

*Include your Philosophy of Christian Education (See Appendix B)*
The following are **REQUIRED MOEs:**

1. A Lesson Plan for Standard 7 *(Multiple major students, include one lesson plan from each major. Some triple majors may need to include a third lesson plan--7C.)*

2. The Student Teaching Reflective Essay Form that is completed during your Lutheran school student teaching experience. *(Multiple major students, include the Student Teaching Reflective Essay Form from your last Lutheran school student teaching experience.)*

3. A Philosophy of Christian Education Paper from PSY3020 for Standard 10

The following are examples of **CHOICE MOEs:**

- **Anthologies**
- **Artwork**
- **Assessment Plans**
- **Book Reviews**
- **Bulletin Boards**
- **Case Studies**
- **Collages**
- **Conference Materials**
- **Critiques**
- **Curriculum Designs**
- **Devotions**
- **Dioramas**
- **DVD’s**
- **E-mails**
- **Essays**
- **Experiments**
- **Evaluations**
- **Evangelism Day Materials**
- **Faculty Meeting Materials**
- **Field Trip Materials**
- **Integrative Designs**
- **Journals**
- **Lesson Plans**
- **Letters**
- **Management Strategies**
- **Pictures**
- **Presentations**
- **PowerPoint Presentations**
- **Professional Experiences**
- **Projects**
- **Quizzes**
- **Reflections**
- **Research Papers**
- **Response Papers**
- **Rubrics**
- **Service Learning Projects**
- **Speeches**
- **Teaching Videos**
- **Team Planning**
- **Tests**
- **Textbook Evaluations**
- **Visual Representations**

*Although you may choose any MOE, if it is not your own work (Evangelism Day Materials), you will need to write a 1-2 page reflection or critique to accompany it.*
APPENDIX C: SAMPLE PORTFOLIO COMPONENTS

(SAMPLE PORTFOLIO COVER AND SPINE)
This page shows you the prescribed form for your table of contents. Your MOEs will vary from these examples. Each MOE must be identified as Elementary Education (EED), Secondary Education (SED), or Early Childhood Education (ECE). Some MOEs may be used for any major. Examples of both single and multiple major formats are included below. (1C, 2C, etc. may be needed for some triple majors.)

Table of Contents

Autobiography

Standard 1: Subject Matter ................................................................................................................................. 1

(EED) Model of Evidence 1A: ENG1303: Rhetoric and Composition /Research Project .............................................. 1A
(EED) Model of Evidence 1B: EDU3104: Teaching Literacy /Children’s Literature Review ........................................ 1B

Standard 2: Student Learning .............................................................................................................................. 2

(EED) Model of Evidence 2A: EDU3215: Teaching Religion /Written Devotion .................................................. 2A
(SED) Model of Evidence 2B: EDU4302: Reading in the Content Areas /Lesson Plan ........................................ 2B

Standard 3: Diverse Learners ............................................................................................................................... 3

(EED) Model of Evidence 3A: (Not course specific) Reflection Paper from Evangelism Day .................................. 3A
(ECE) Model of Evidence 3B: SPE2101: Educating the Exceptional Learner /Case Study ........................................ 3B

Standard 4: Instructional Strategies .................................................................................................................... 4

(EED) Model of Evidence 4A: EDU3241: Teaching Science Concepts /Science Experiment .................................. 4A
(EED) Model of Evidence 4B: EDU4210: Curriculum and Instruction in the Elementary & Middle Schools/
Integrative Curriculum Design for the Middle School ......................................................................................... 4B

Standard 5: Learning Environment .................................................................................................................. 5

(ECE) Model of Evidence 5A: PSY3020: Psychology of Learning /Classroom Management Plan .......................... 5A
(ECE) Model of Evidence 5B: (Not course specific) Professional Experience Reflection Paper ............................... 5B

Standard 6: Communication ............................................................................................................................... 6

(EED) Model of Evidence 6A: EDU3230: Art in Elementary and Middle Schools /Artwork Critique ..................... 6A
(EED) Model of Evidence 6B: (Not course specific) Written Speech ................................................................. 6B

Standard 7: Planning Instruction ......................................................................................................................... 7

(EED) Model of Evidence 7A: EDU3210: Teaching Reading /Lesson Plan ......................................................... 7A
(EED) Model of Evidence 7B: EDU3246: Teaching Mathematics Pre-K—8th/Textbook Evaluation ..................... 7B

Standard 8: Assessment ......................................................................................................................................... 8

(EED) Model of Evidence 8A: EDU3235: Teaching Social Studies /Authentic Assessment ................................. 8A
(SED) Model of Evidence 8B: EDU3346: Teaching Mathematics Pre-K—8th/Test Construction .......................... 8B

Standard 9: Reflection and Professional Development ......................................................................................... 9

(SED) Model of Evidence 9A: EDU4253 or 4353 or 4154/4155: Student Teaching /Reflective Essay .................... 9A
(SED) Model of Evidence 9B: (Not course specific) Reflection Paper from Nobel Conference ............................. 9B

Standard 10: Collaboration, Ethics, and Relationships .......................................................................................... 10

(EED) Model of Evidence 10A: PSY3020: Psychology of Learning /Philosophy of Christian Education ............... 10A
(EED) Model of Evidence 10B: ENG3310: Interpersonal Communication /Service Learning Project .................. 10B
(SAMPLE AUTOBIOGRAPHY)

Autobiography of

Sarah Jane Smith

I am Sarah Jane Smith…(continue with your hometown, family information, etc.).

I never was certain of what I wanted to…(continue with factors that led you to choose the teaching ministry).

My educational plan at Martin Luther College has included…(continue with a description of your educational journey at Martin Luther College).

Now I am looking forward to…(continue with any other information that may be helpful in getting to know you as a future called worker).
Standard 4: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

(EED) Model of Evidence 4A: EDU3241: Teaching Science Concepts/Experiment

Reflection: (After describing your MOE, connect it to the standard, and connect the standard/MOE to your future teaching ministry)

This Science Experiment explored a discrepant event that…(continue by describing/explaining this MOE.)

This MOE helped me meet the standard because…(continue by connecting this MOE to the standard.)

Meeting this standard will help me in my future teaching ministry by…(continue by explaining how this MOE/meeting this standard will help you in your future teaching ministry.)

(EED) Model of Evidence 4B: EDU4210: Curriculum and Instruction in Elementary and Middle Schools/Integrative Curriculum Design for the Middle School

Reflection: (After describing your MOE, connect it to the standard, and connect the standard/MOE to your future teaching ministry)

The Integrative Curriculum Design for the Middle School was an assignment in which…(continue by describing/explaining this MOE.)

This MOE helped me meet the standard because…(continue by connecting this MOE to the standard.)

Meeting this standard will help me in my future teaching ministry by…(continue by explaining how this MOE/meeting this standard will help you in your future teaching ministry.)

Some triple majors may require a third MOE (C) for each standard.
(SAMPLE MOE)

EDU3241 Teaching Science Concepts
Science Experiment Presentation

The Magically Re-lighting Candle

Materials
- One small candle
- Matches

Procedure
1. Light the candle and allow the wick to burn so that the wax begins to melt.
2. Light another match and, without allowing the match to go out, extinguish the lit candle by blowing gently on it.
3. As soon as the flame is out, hold the burning match in the trail of smoke coming from the extinguished candle.
4. Watch as the flame magically jumps from the match to the candle.
5. Repeat the same procedure, varying the distance at which the lit match is held.

Results and Why
The candle re-lights because of the way that candles burn. When you light a candle, the wick burns first. Once the flame has burned down the wick, it begins to heat the wax, causing it to melt. This melted wax is absorbed into the wick and wax vapors are given off into the air. When you blow out the candle, the wick does not cool immediately and thus continues to heat the wax, producing more wax vapor that creates the smoke trail. The wax vapors make the air combustible. When the flame comes into contact with the wax vapors, the vapors ignite, and the flame follows the trail of smoke back to the candlewick, thus re-lighting the candle.

Precautions
- Be careful not to burn yourself with the matches or the candle.
- If your class cannot handle doing this activity, simply demonstrate it for them.

Use in the Curriculum
This experiment fits well when discussing heat or solids, liquids, and gasses.

Christian Integration
N/A

Resource
http://tiger.coe.missouri.edu/~pgermann/DiscEvent/Gases_Air/Re-Lighting_Candle/re-lighting_candle.html
INTEGRATIVE CURRICULUM DESIGN

Parents & Authority Figures