

MARTIN LUTHER COLLEGE

PORTFOLIO HANDBOOK



MARTIN LUTHER COLLEGE

2024-2025

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This Portfolio Handbook serves as a useful guide to your portfolio design and oral presentation.

Information in this handbook is effective as of August 1, 2024. Martin Luther College reserves the right to make changes in this handbook without advanced notice.

Prof. Darrell Berg, Portfolio Review Chair



Preach the Gospel

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 enhance your future work in the teaching ministry.

CREATING AND ORGANIZING YOUR PORTFOLIO

During your years at Martin Luther College you will collect **models of evidence (MOEs)** that you will include in your portfolio. It is important to have a collection system for keeping track of the MOEs that you plan to include in your portfolio for the oral presentation.

The MOEs that you choose will need to show how you have met each of the MN 10 Standards of Effective Practice. (See Appendix A). The MOEs must be identified with a course number.

No MOE may be used more than once. If you choose to use your MLC black reflection journal, in its entirety or for one specific entry, it constitutes one MOE.

Single major students choose two MOEs for **each** standard.

Multiple major students choose one MOE to reflect **each** major for **each** standard.

For each standard, there should be one MOE for your first major, and one MOE for your second major. This means 10 MOEs for your first major, and 10 MOEs for your second major.

The Basic Components of the Portfolio prepared for the oral presentation:

- A. Theme
- B. Table of Contents
- C. Autobiography
- D. Each MN Standard, including:
 1. Cover Page
 2. MOE A
 3. MOE B

You have a choice of two formats for preparing your Portfolio:

Option 1 is to prepare a **physical binder** for your oral presentation.

Option 2 is to prepare an **electronic portfolio** for your oral presentation.

OPTION 1: PHYSICAL BINDER

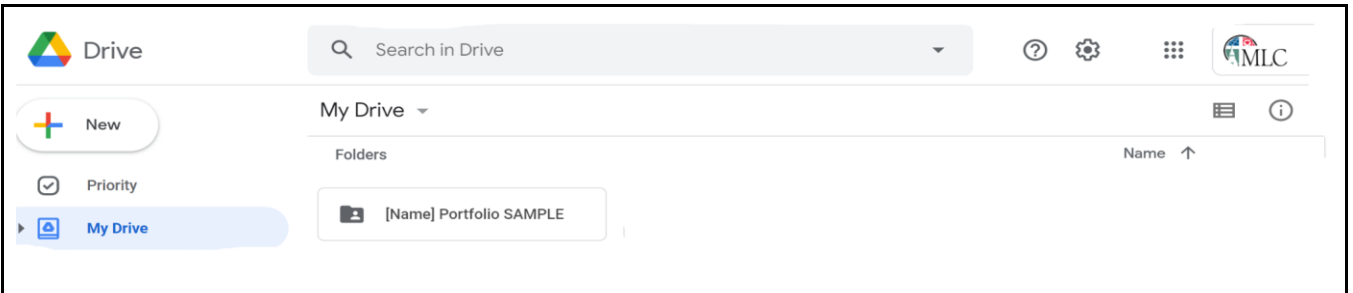
If you choose to prepare a *physical binder*, use these guidelines for preparing the portfolio for the oral presentation:

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. If you are a double major student, one of your two MOEs for each standard must reflect your first major and the other MOE must reflect the second major.
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 and 1B. 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. Use the same font throughout your cover pages. Choose from the following: 11-point Calibri, 11-point Arial, or 12-point Times New Roman. (NOTE: you may adjust the size of the font for the Table of Contents if you desire to have it all on one page)
11. No MOE may be used more than once. If you choose to use your MLC black reflection journal, in its entirety or for one specific entry, it constitutes one MOE.

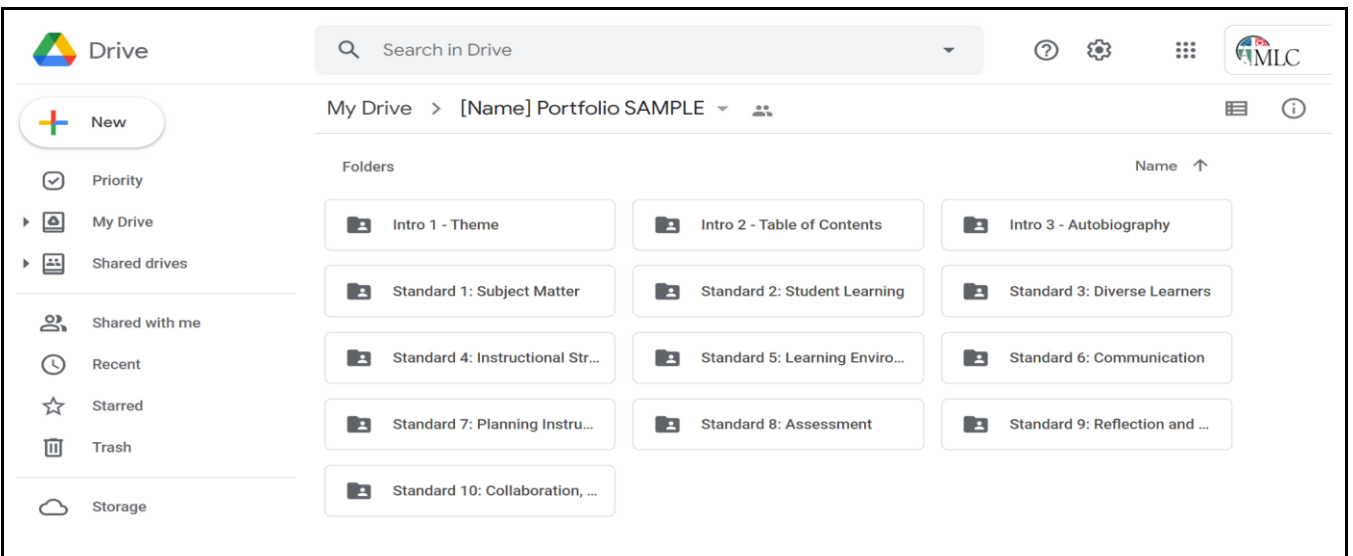
OPTION 2: ELECTRONIC PORTFOLIO

If you choose to prepare an *electronic portfolio*, use these guidelines for preparing it for the oral presentation:

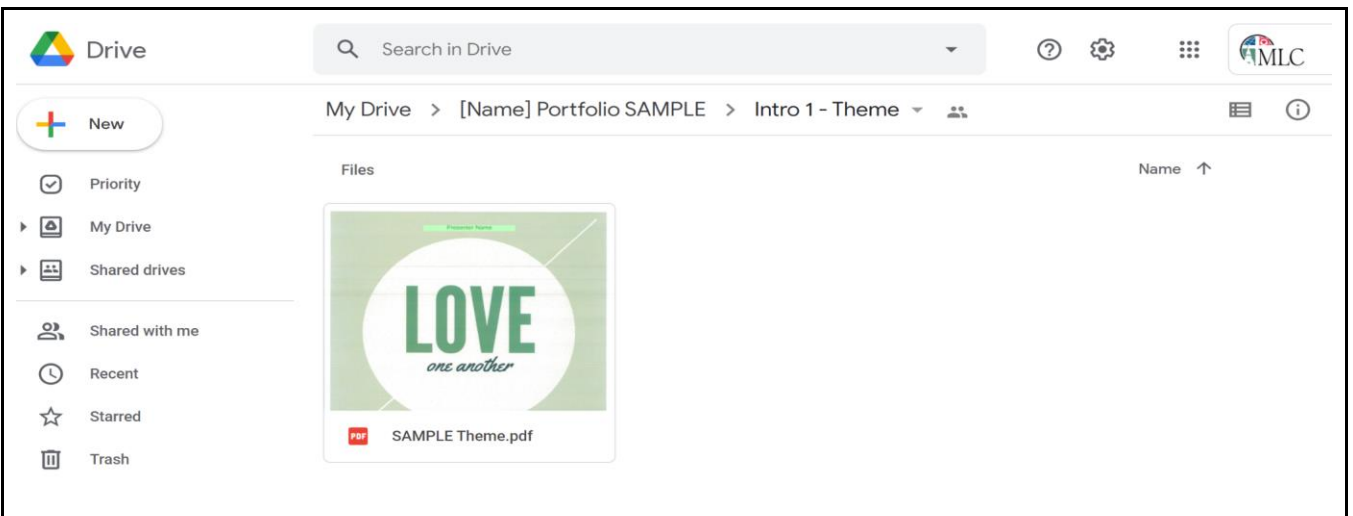
1. Prepare a Google folder and title it. (Example: Bethel Powers Portfolio)



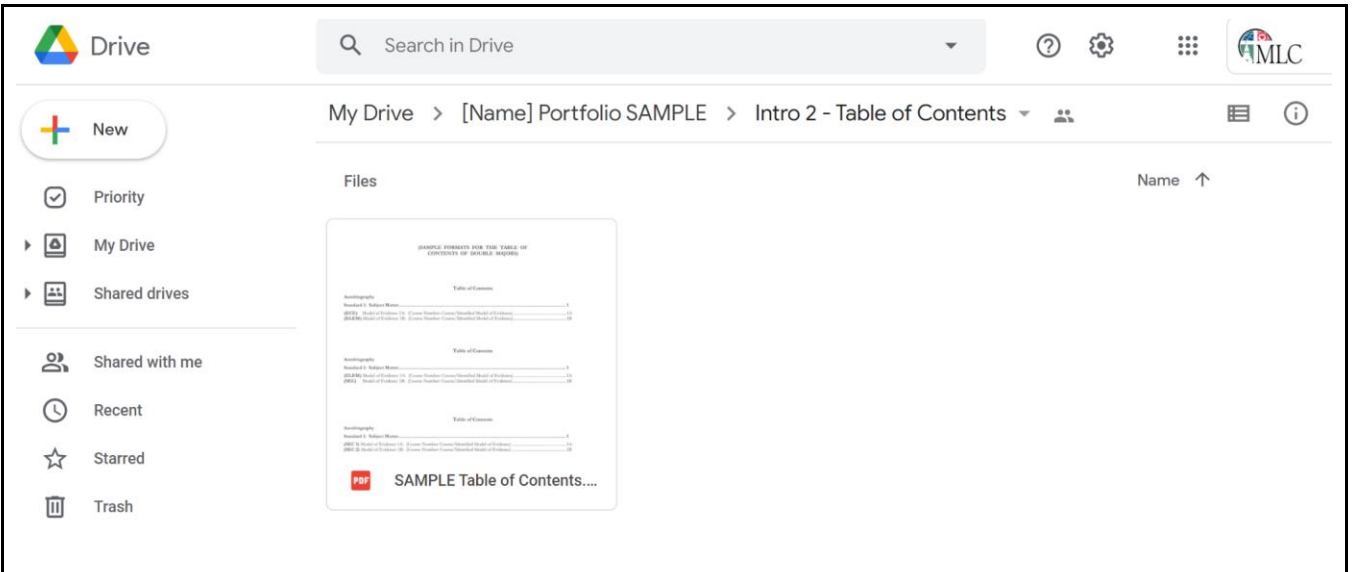
2. Create subfolders. You will drop your files into your appropriate subfolders.



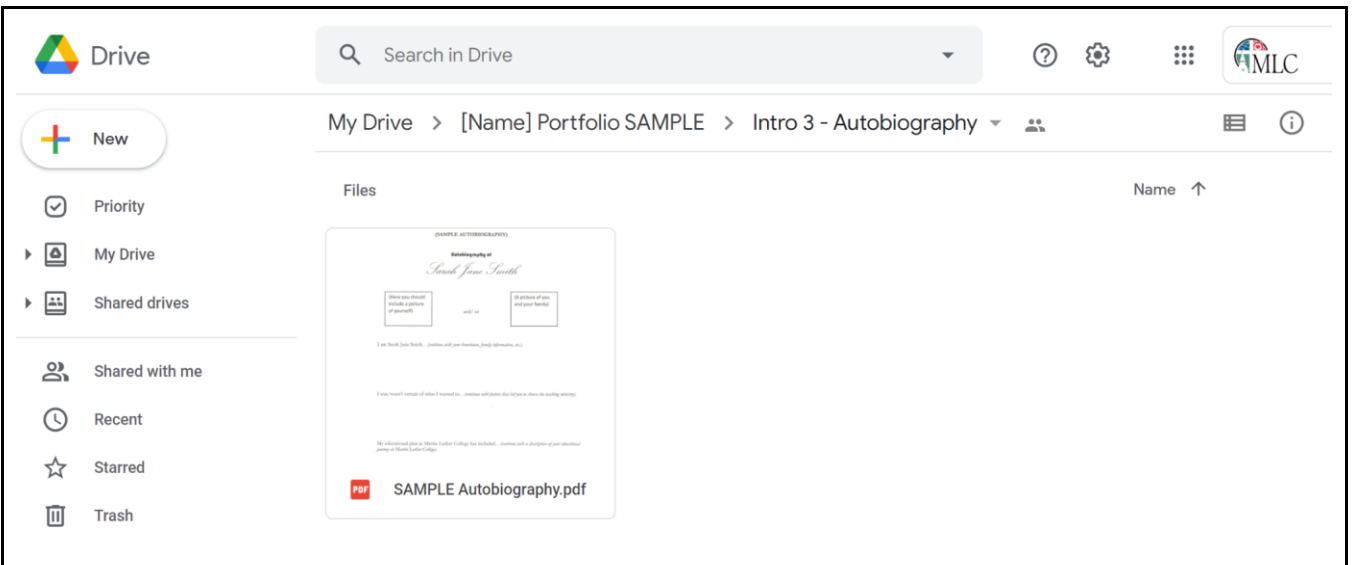
3. You will drop your *Theme* into the Intro 1-Theme subfolder:



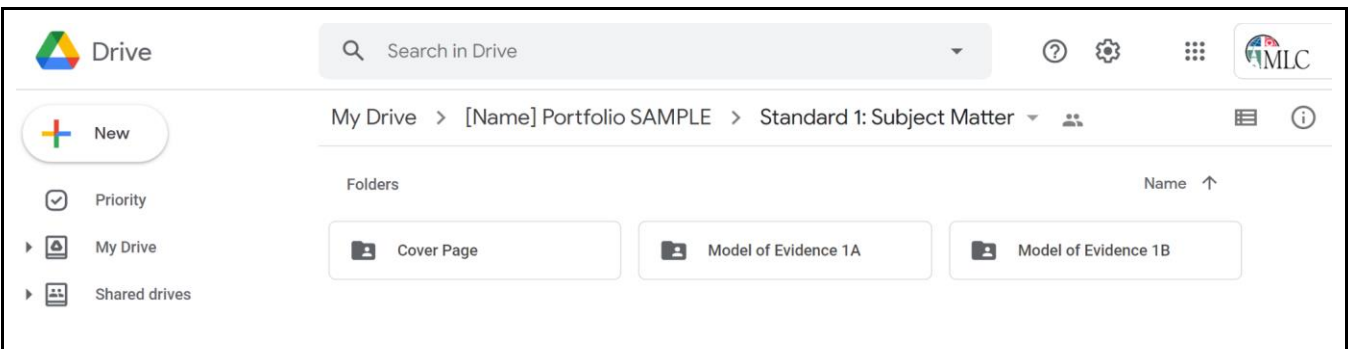
4. You will drop your *Table of Contents* into the Intro 2-Table of Contents subfolder:



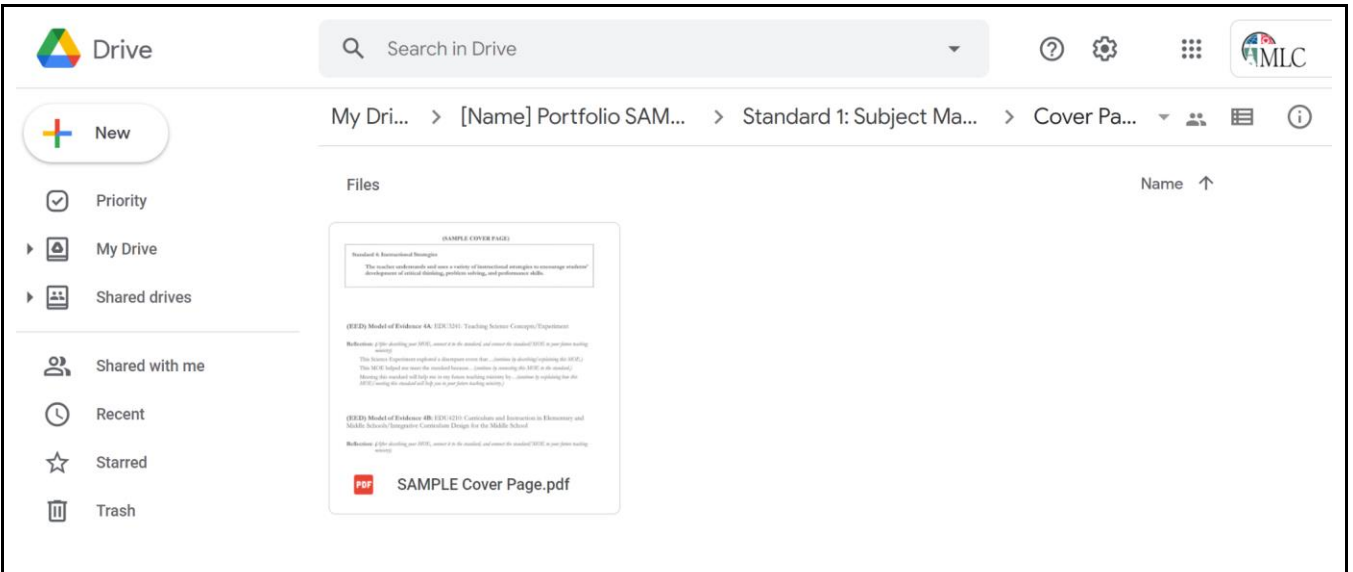
5. You will drop your *Autobiography* into the Intro-3 Autobiography subfolder:



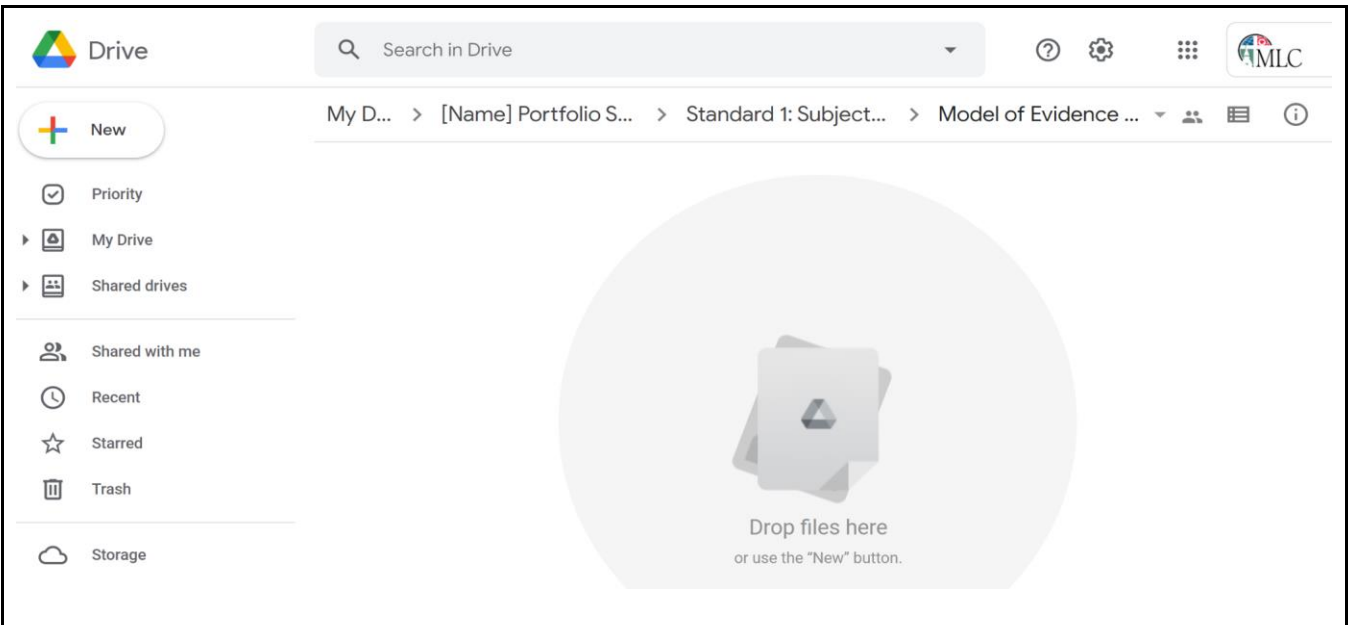
6. In each of the Standards subfolders, create subfolders for your Cover Page and each Model of Evidence. Below is an example of Standard 1:



7. Your *Cover Page* for each standard will be dropped into the appropriate subfolder:



8. Your Models of Evidence (A and B) for each standard will be dropped into the appropriate subfolder:



9. Your electronic portfolio will be viewed for the first time by the reviewers at the time of your oral presentation.

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. **The suggested timeframe for your presentation is 30-40 minutes.** 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 **oral presentation**:

1. Practice your presentation so that it flows smoothly, **with limited reading**, and within the suggested timeframe.
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, Special Education, or Early Childhood)
5. Continue by briefly explaining your theme and your autobiographical sketch.
6. During your presentation read each standard and its explanation.
7. You must present a minimum of one MOE for each standard. Multiple major students should present a minimum of 5 MOEs for your first major, and a minimum of 5 MOEs for your second 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 pages 8-9. Please review it carefully. Your portfolio will be assessed in these areas: each of the 10 Standards of Effective Practice, Oral Presentation, Portfolio Appearance, and Mechanics.

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.

Portfolio Review Rubric

Student: _____

Date: _____



Circle Program: **ECE** **ELEM** **SPED** **SEC** **SEC**

	4 - Excellent	3 - Proficient	2 - Developing	1 - Basic	Score
Standard 1: Subject Matter 8710.2000.1.2I	Reflection of the MOE to the standard and future teaching ministry is excellent	Reflection of the MOE to the standard and future teaching ministry is good	Reflection of the MOE to the standard and future teaching ministry is adequate	Reflection of the MOE to the standard and future teaching ministry is minimal	
Standard 2: Student Learning 8710.2000.2.3B	Reflection of the MOE to the standard and future teaching ministry is excellent	Reflection of the MOE to the standard and future teaching ministry is good	Reflection of the MOE to the standard and future teaching ministry is adequate	Reflection of the MOE to the standard and future teaching ministry is minimal	
Standard 3: Diverse Learners 8710.2000.3.4E	Reflection of the MOE to the standard and future teaching ministry is excellent	Reflection of the MOE to the standard and future teaching ministry is good	Reflection of the MOE to the standard and future teaching ministry is adequate	Reflection of the MOE to the standard and future teaching ministry is minimal	
Standard 4: Instructional Strategies 8710.2000.4.5F	Reflection of the MOE to the standard and future teaching ministry is excellent	Reflection of the MOE to the standard and future teaching ministry is good	Reflection of the MOE to the standard and future teaching ministry is adequate	Reflection of the MOE to the standard and future teaching ministry is minimal	
Standard 5: Learning Environment 8710.2000.5.6P	Reflection of the MOE to the standard and future teaching ministry is excellent	Reflection of the MOE to the standard and future teaching ministry is good	Reflection of the MOE to the standard and future teaching ministry is adequate	Reflection of the MOE to the standard and future teaching ministry is minimal	
Standard 6: Communication 8710.2000.6.7D	Reflection of the MOE to the standard and future teaching ministry is excellent	Reflection of the MOE to the standard and future teaching ministry is good	Reflection of the MOE to the standard and future teaching ministry is adequate	Reflection of the MOE to the standard and future teaching ministry is minimal	
Standard 7: Planning Instruction 8710.2000.7.8D	Reflection of the MOE to the standard and future teaching ministry is excellent	Reflection of the MOE to the standard and future teaching ministry is good	Reflection of the MOE to the standard and future teaching ministry is adequate	Reflection of the MOE to the standard and future teaching ministry is minimal	
Standard 8: Assessment 8710.2000.8.9E	Reflection of the MOE to the standard and future teaching ministry is excellent	Reflection of the MOE to the standard and future teaching ministry is good	Reflection of the MOE to the standard and future teaching ministry is adequate	Reflection of the MOE to the standard and future teaching ministry is minimal	
Standard 9: Reflection and Professional Development 8710.2000.9.10E	Reflection of the MOE to the standard and future teaching ministry is excellent	Reflection of the MOE to the standard and future teaching ministry is good	Reflection of the MOE to the standard and future teaching ministry is adequate	Reflection of the MOE to the standard and future teaching ministry is minimal	
Standard 10: Collaboration, Ethics, and Relationships 8710.2000.10.11I	Reflection of the MOE to the standard and future teaching ministry is excellent	Reflection of the MOE to the standard and future teaching ministry is good	Reflection of the MOE to the standard and future teaching ministry is adequate	Reflection of the MOE to the standard and future teaching ministry is minimal	

Oral Presentation	Oral presentation skills are excellent	Oral presentation skills are good	Oral presentation skills are developing	Oral presentation skills are minimal (too much reading)	
Portfolio Appearance	Excellent appearance	Good appearance	Adequate appearance	Basic appearance (lacks a professional look)	
Mechanics	0-2 mechanical errors observed	3-5 mechanical errors observed	6-8 mechanical errors observed	9 or more mechanical errors observed	
<p>_____ PASS (36 - 52 points)</p> <p>_____ NO PASS (35 or less points)</p> <p>Reviewers will explain to the presenter what needs to be done to obtain a 'PASS' rating. The student must make the necessary changes and be evaluated again.</p>				Total Score:	
Comments (Optional):					
Signatures of the Reviewers:					
Professor _____					
Peer Reviewer _____					

No MOE may be used more than once.

MN8710.2000 STANDARDS OF EFFECTIVE PRACTICE FOR TEACHERS:

Standard 1, (Subject Matter).

A teacher must understand the central concepts, tools of inquiry, and structures of the disciplines taught and be able to create learning experiences that make these aspects of subject matter meaningful for students. The teacher must:

8710.2000.1.2I *develop and use curricula* that encourage students to understand, analyze, interpret, and apply ideas from varied perspectives

Standard 2, (Student Learning).

A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development. The teacher must:

8710.2000.2.3B understand that a *student's physical, social, emotional, moral, and cognitive development influence learning* and know how to address these factors when making instructional decisions

Standard 3, (Diverse Learners).

A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with *diverse backgrounds and exceptionalities*. The teacher must:

8710.2000.3.4E *understand* how a student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values

Standard 4, (Instructional Strategies).

A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. The teacher must:

8710.2000.4.5F *design teaching strategies* and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests

Standard 5, (Learning Environment).

A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:

8710.2000.5.6P *develop expectations* for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, inquiry, and learning

Standard 6, (Communication).

A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:

8710.2000.6.7D know effective verbal, nonverbal, and media communication techniques

Standard 7, (Planning Instruction).

A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals. The teacher must:

8710.2000.7.8D create short-range and long-range plans that are linked to student needs and performance

Standard 8, (Assessment).

A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student. The teacher must:

8710.2000.8.9E select, construct, and *use assessment strategies*, instruments, and technologies appropriate to the learning outcomes being evaluated and to other diagnostic purposes;

Standard 9, (Reflection and Professional Development).

A teacher must be a *reflective practitioner* who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. The teacher must:

8710.2000.9.10E understand the role of *reflection and self-assessment on continual learning*

Standard 10, (Collaboration, Ethics, and Relationships).

A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to *support student learning and well-being*. The teacher must:

8710.2000.10.11I *consult* with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies to link student environments

The following is the **REQUIRED MOE**:

A Philosophy of Christian Education Paper from PSY3020 for Standard 10

The following are examples of other **CHOICE MOES**:

Artwork

Case Studies

Collages

Course Essays

Curriculum Designs

District / State Teachers Conference Materials ¹

edTPA Components ²

Experiments

Individual Reflection Journal Entry

Interactive Bulletin Boards

Journals/Learning Logs

Lesson Plans ³

Parent-Teacher academic E-mails

Pictures of Teaching and Learning Activities

Professional Development during Faculty Meetings ⁴

Projects

Research Papers

Service Learning Projects

Teacher Candidate Created Assessments

Teacher Candidate Created Devotions

Teacher Candidate Created Newsletters

Technological Presentations

Visual Representations- Teacher Candidate created

Visual Representations- Student created

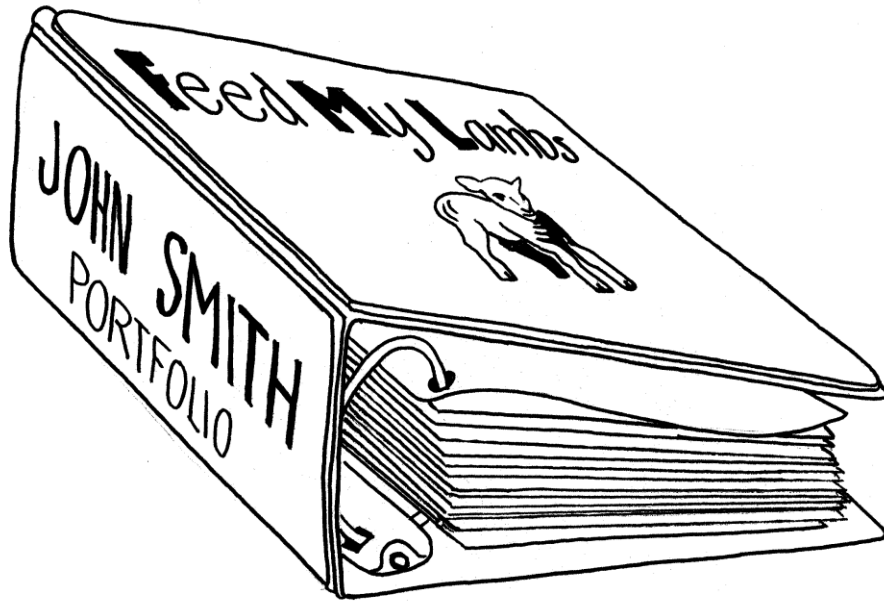
¹ You may choose District/State Teachers Conference materials for a MOE. Since the material would not be your own work, you will need to write a 1-2 page reflection, assessed by your cooperating teacher, to accompany it.

² You may have a maximum of 2 edTPA components, provided that you pass your edTPA portfolio. You may choose to use a lesson plan or any of the commentaries.

³ You may have a maximum of 3 lesson plans throughout the entire portfolio. Within the maximum of 3 lesson plans, only 1 lesson plan may be used from the edTPA portfolio.

⁴ You may choose professional development materials from a faculty meeting during student teaching. You will need to write a 1-2 page reflection, assessed by your cooperating teacher, to accompany it.

(SAMPLE PORTFOLIO COVER AND SPINE – Physical Binder Format)



(SAMPLE *THEME* for the Intro 1-Theme subfolder - Electronic Portfolio Format)



EXAMPLE of an entry for the Table of Contents

(ECE) Model of Evidence 10A: PSY3020: Psychology of Learning /Philosophy of Christian Education Paper.....10A



Program



Standard



Course
Number



Course



Model of Evidence



Page for
Table of Contents

SINGLE MAJORS

(SAMPLE FORMATS FOR THE TABLE OF CONTENTS)

Table of Contents

Autobiography

Standard 1: Subject Matter..... 1

(ELEM) Model of Evidence 1A: (Course Number: Course/Identified Model of Evidence) 1A

(ELEM) Model of Evidence 1B: (Course Number: Course/Identified Model of Evidence)..... 1B

Table of Contents

Autobiography

Standard 1: Subject Matter..... 1

(ECE) Model of Evidence 1A: (Course Number: Course/Identified Model of Evidence) 1A

(ECE) Model of Evidence 1B: (Course Number: Course/Identified Model of Evidence)..... 1B

Table of Contents

Autobiography

Standard 1: Subject Matter..... 1

(SPED) Model of Evidence 1A: (Course Number: Course/Identified Model of Evidence) 1A

(SPED) Model of Evidence 1B: (Course Number: Course/Identified Model of Evidence) 1B

Table of Contents

Autobiography

Standard 1: Subject Matter..... 1

(SEC) Model of Evidence 1A: (Course Number: Course/Identified Model of Evidence) 1A

(SEC) Model of Evidence 1B: (Course Number: Course/Identified Model of Evidence)..... 1B

DOUBLE MAJORS
(SAMPLE FORMATS FOR THE TABLE OF CONTENTS)

Table of Contents

Autobiography

Standard 1: Subject Matter..... 1
(ECE) Model of Evidence 1A: (Course Number: Course/Identified Model of Evidence)1A
(ELEM) Model of Evidence 1B: (Course Number: Course/Identified Model of Evidence).....1B

Table of Contents

Autobiography

Standard 1: Subject Matter..... 1
(ELEM) Model of Evidence 1A: (Course Number: Course/Identified Model of Evidence)1A
(SEC) Model of Evidence 1B: (Course Number: Course/Identified Model of Evidence).....1B

Table of Contents

Autobiography

Standard 1: Subject Matter..... 1
(ELEM) Model of Evidence 1A: (Course Number: Course/Identified Model of Evidence)1A
(SPED) Model of Evidence 1B: (Course Number: Course/Identified Model of Evidence)1B

Table of Contents

Autobiography

Standard 1: Subject Matter..... 1
(SEC 1) Model of Evidence 1A: (Course Number: Course/Identified Model of Evidence)1A
(SEC 2) Model of Evidence 1B: (Course Number: Course/Identified Model of Evidence)1B

(SAMPLE AUTOBIOGRAPHY)

Autobiography of

Sarah Jane Smith

(Here you should
include a picture
of yourself)

and/ or

(A picture of you
and your family)

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

I was/wasn't 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)*.

(SAMPLE COVER PAGE)

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.

(ELEM) 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.)*

(ELEM) 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.)*

(MOE) – Plastic Sleeve Options

MOE with One Sheet

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

Page 4A

MOE with Multiple Sheets

EDU4210: Curriculum and Instruction in the Elementary & Middle Schools

INTEGRATIVE CURRICULUM DESIGN

Parents & Authority Figures

Page 4B

MOE that is Oversized

The Model of Evidence is too large for this sleeve.

It will be brought to the presentation.