

MARTIN LUTHER COLLEGE

# PORTFOLIO HANDBOOK



2025-2026

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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 September 1, 2025. 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 8 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.

For example, for Standard 1, you will choose one MOE for 1G and a second MOE for 1J.

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 8 MOEs for your first major, and 8 MOEs for your second major.

**If you are an Elementary Ed major with a licensed minor (Communication Arts & Literature, Math, Social Studies, Science, Spanish, or EdTech), you are required to present one MOE from one of the courses in your licensed minor (see MLC catalog, pg. 52-53) in your portfolio presentation.**

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 and MOE (for example, cover page for 1G and MOE for 1G)
  - 2. Cover Page and MOE (for example, cover page for 1J and MOE for 1J)

NOTE: For the other standards, the cover pages and MOEs would follow the same pattern.

### **E. Philosophy of Christian Education Paper**

(Note: After the MOEs are presented, a 1-2 minute summary of your paper will wrap up the oral presentation.)

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

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

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

OPTION 1: PHYSICAL PORTFOLIO
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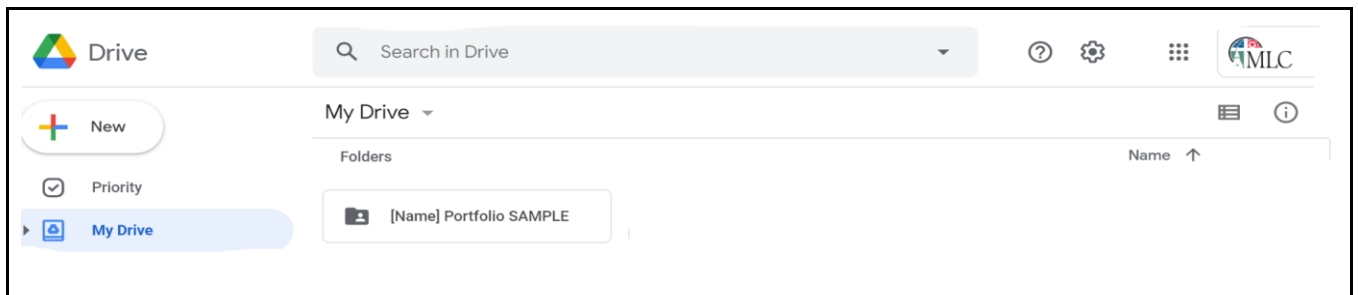
**Use these guidelines for preparing the physical portfolio for the oral presentation:**

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, page 15)
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, page 15)
3. Plan your Table of Contents (See Appendices B and C, page 16) and Autobiography (See Appendix C, page 17) to place in clear plastic sleeves.
4. You will need **sixteen** Cover Pages (See Appendix C, page 18) in clear plastic sleeves--one for each MOE. 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 each appropriate standard cover page. 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 are an Elementary Ed major with a licensed minor (Communication Arts & Literature, Math, Social Studies, Science, Spanish, or EdTech), you are required to present one MOE from one of the courses in your licensed minor (see MLC catalog, pg. 52-53) in your portfolio presentation.**
7. If you have an 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 (See Appendix C, page 19).
8. 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.
9. Each MOE sleeve must be numbered on the bottom right-hand corner. The page numbering must coincide with the specific standards recorded in the table of contents. For example, your MOEs for Standard 1 would be numbered 1G and 1J. The other standards and MOEs would follow the same pattern.
10. The color of paper that you choose to use for the cover pages for the standards should be consistent throughout the portfolio. Be professional. Use the same font throughout your cover pages. Choose from the following: 11-point Calibri, 11-point Arial, or 12-point Times New Roman.
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.
12. Complete your physical portfolio by placing your Philosophy of Christian Education paper into a clear plastic sleeve at the end after all of the MOEs. After the MOEs are presented, a 1-2 minute summary of your paper will wrap up the oral presentation.

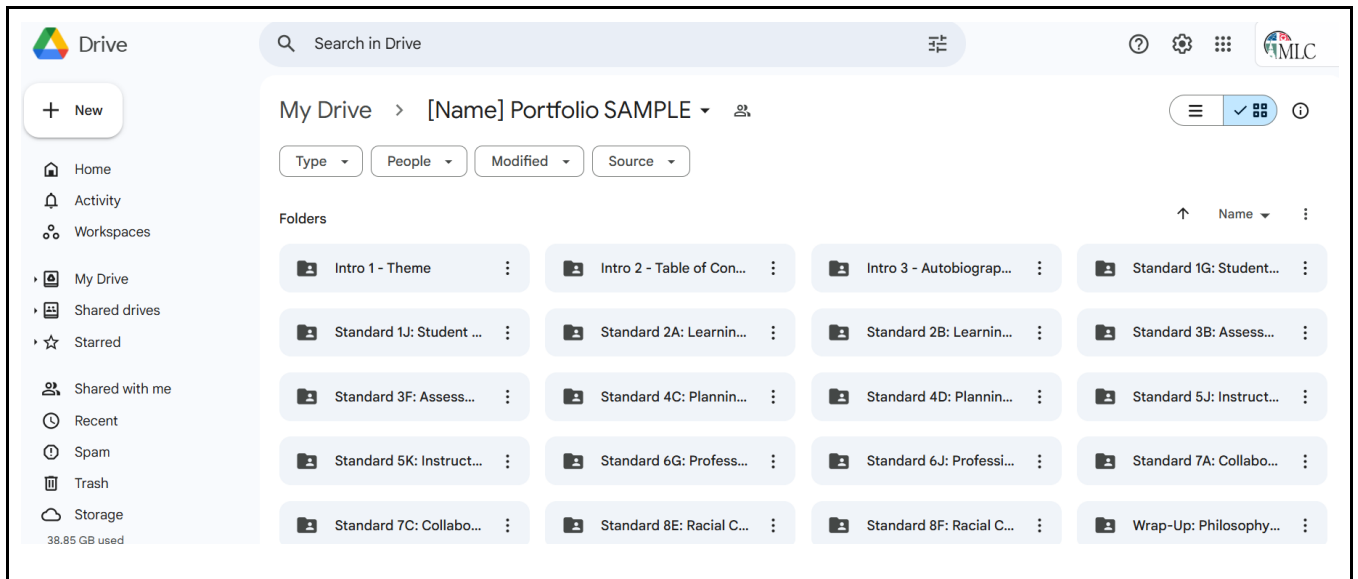
## OPTION 2: ELECTRONIC PORTFOLIO

Use these guidelines for preparing the *electronic portfolio* for the oral presentation:

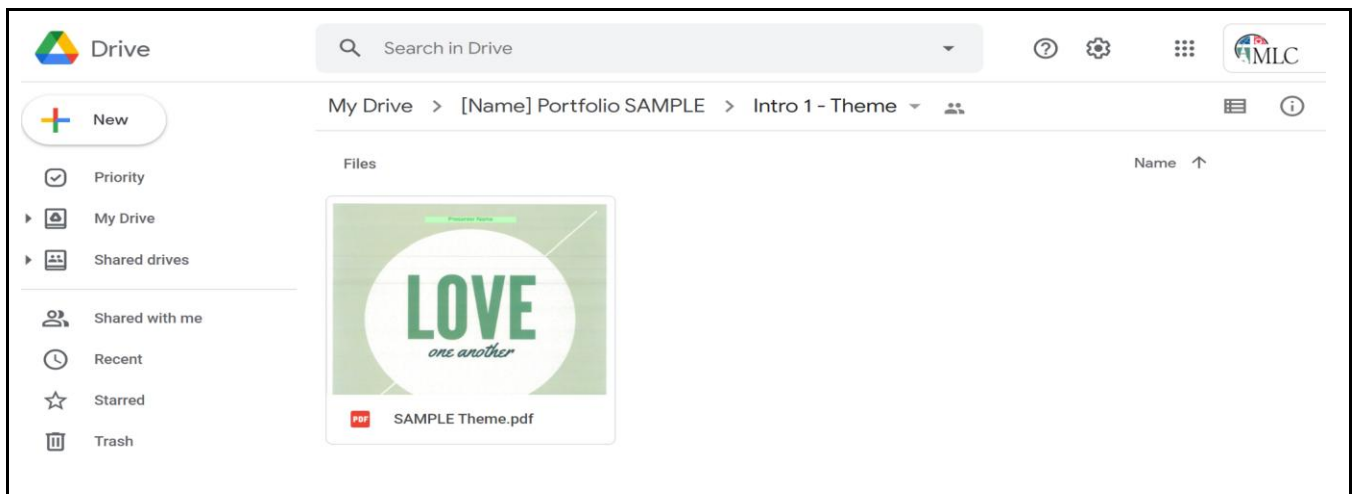
1. Prepare a Google folder and title it. (Example: Bethel Powers Portfolio)



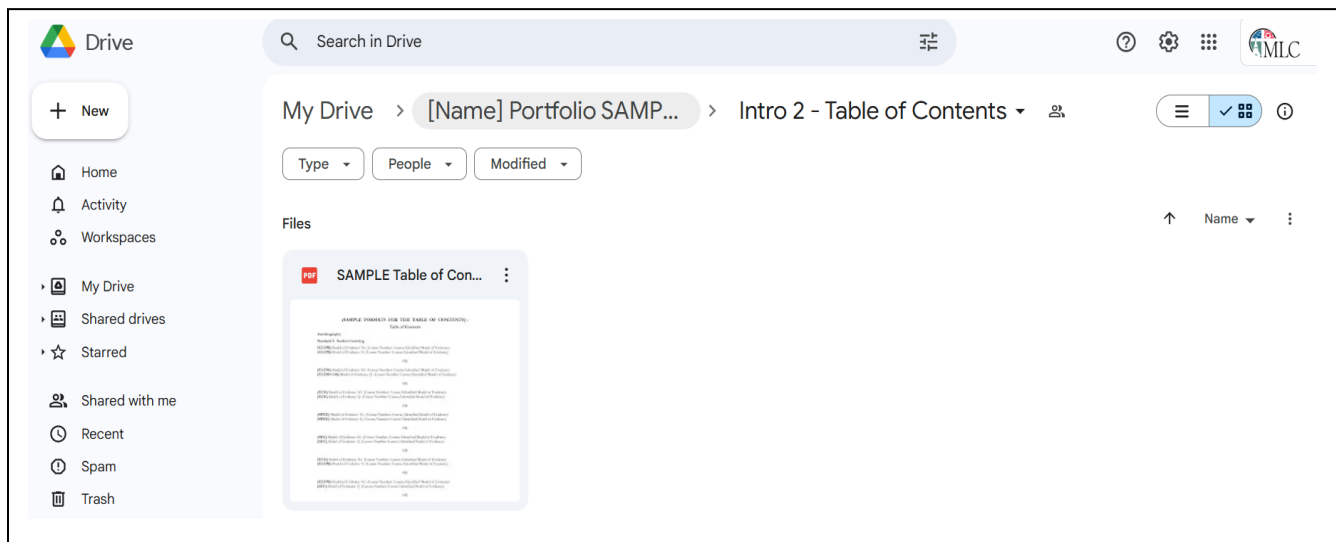
2. Create subfolders. You will drop your files into your appropriate subfolders.



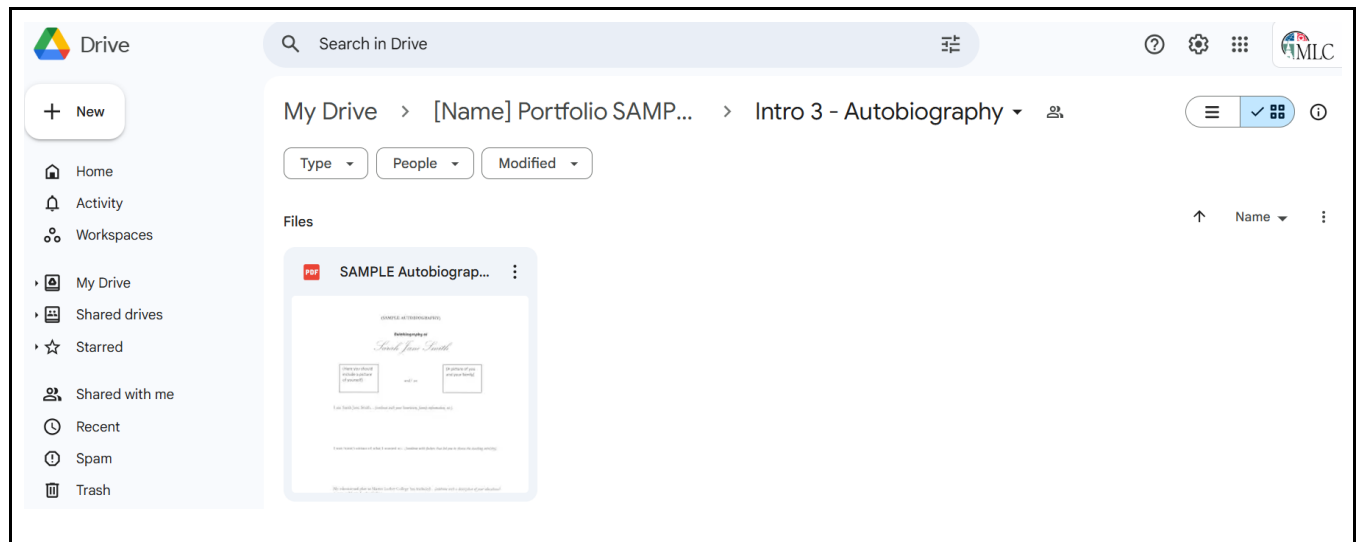
3. You will drop your *Theme* into the Intro 1-Theme subfolder:



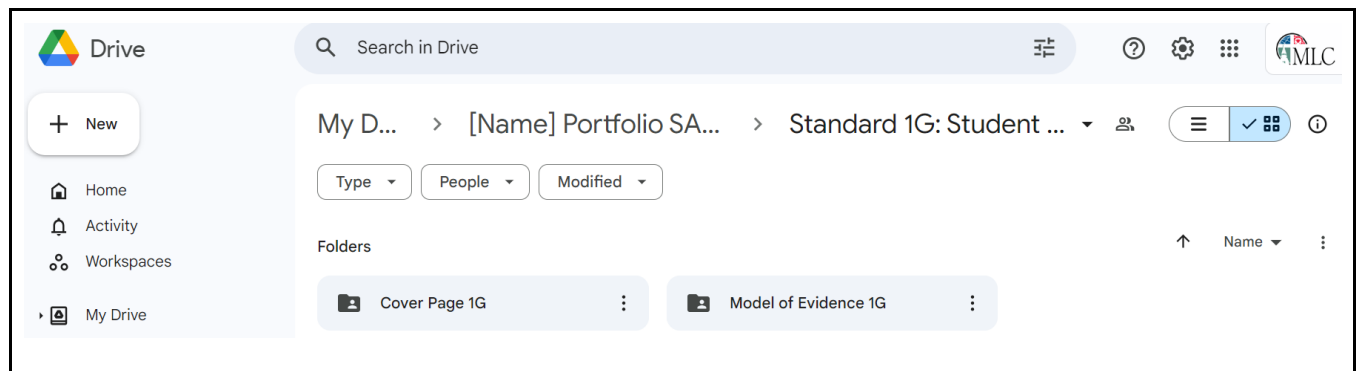
4. You will drop your *Table of Contents* into the Intro 2-Table of Contents subfolder:



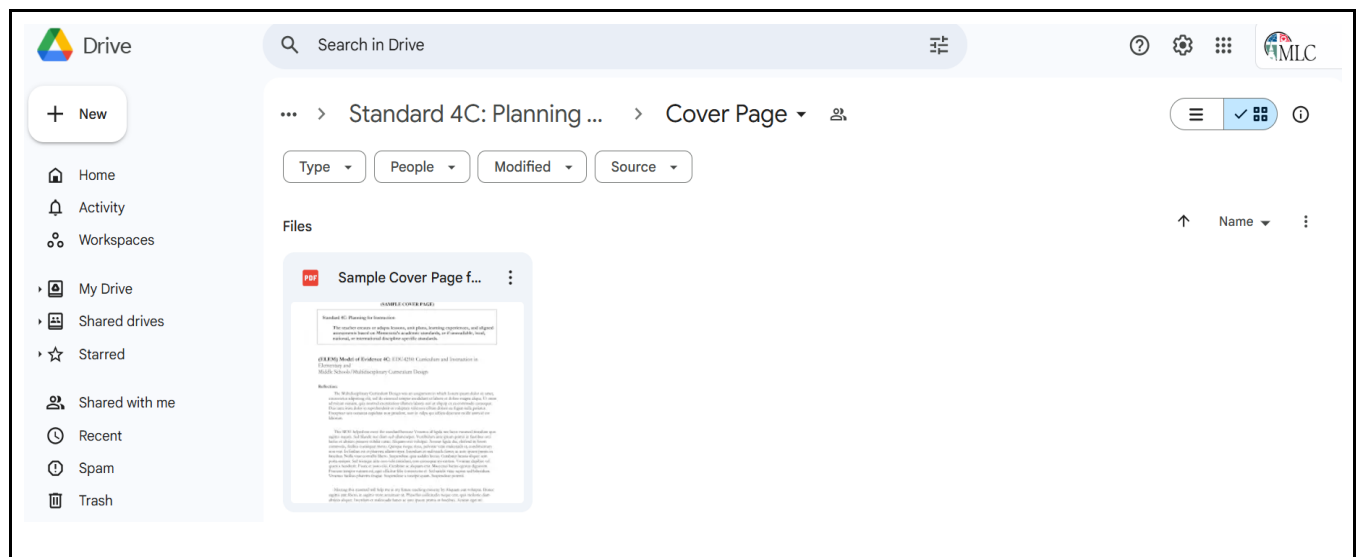
5. You will drop your *Autobiography* into the Intro 3-Autobiography subfolder:



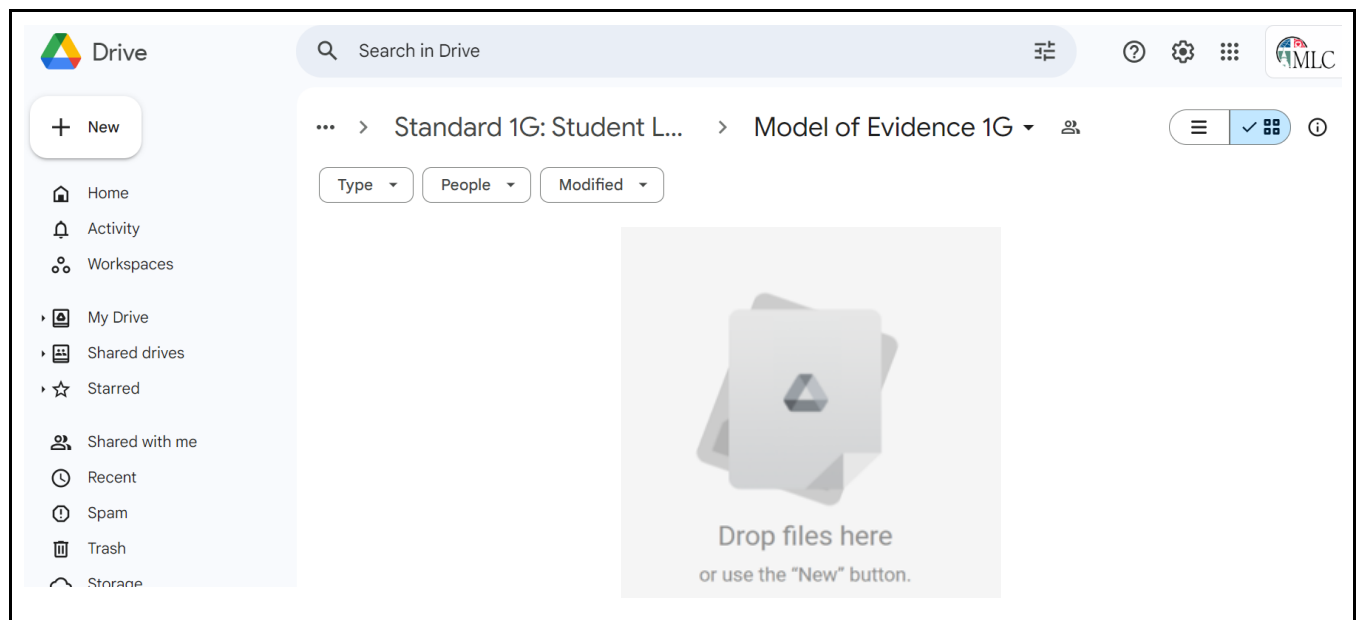
6. In each of the Standard's subfolders, create subfolders for your Cover Page and each Model of Evidence. Below is an example of Standard 1G:



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



8. Your *Models of Evidence* for each standard will be dropped into the appropriate subfolder:



9. Complete your electronic portfolio by dropping your *Philosophy of Christian Education* paper into the Wrap-Up subfolder. After the MOEs are presented, a 1–2 minute summary of your paper will wrap up the oral presentation.
10. Your electronic portfolio will be viewed for the first time by the reviewers at the time of your oral presentation.

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 40-50 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 will present every MOE for each standard. NOTE: If you are an Elementary Ed major with a licensed minor (CAL, Math, Science, SS, Spanish, or EdTech), you are required to present one MOE from one of the courses in your licensed minor (see MLC catalog, pg. 52-53) in your portfolio presentation.
8. Describe your MOEs and tell how they helped you meet the standard. (It will be of help to the reviewers if, after describing the 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. Summarize your Philosophy of Christian Education Paper in two minutes or less.
11. 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 8-11. Please review it carefully. Your portfolio will be assessed in these areas: each of the 8 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

### Metadata

### Teacher Candidate

Name

Date

Majors

Licensed Minors



### Standard 1- Student Learning

#### 1- Minimal

Reflection of the MOE to the standard and future teaching ministry is incomplete, lacks clarity, and demonstrates little understanding.

#### 2- Basic

Reflection of the MOE to the standard and future teaching ministry meets some expectations and demonstrates partial understanding.

#### 3- Proficient

Reflection of the MOE to the standard and future teaching ministry meets expectations and demonstrates consistent understanding.

#### 4. Distinguished

Reflection of the MOE to the standard and future teaching ministry exceeds expectations, is thorough, and demonstrates insightful understanding.

1G The teacher understands that each student's cognitive, linguistic, social, emotional, and physical developments influences learning and makes instructional decisions that build on learners' strengths, needs, and cultural ways of knowing.

☐ Minimal ☐ Basic ☐ Proficient ☐ Distinguished

1J The teacher understands the exceptional needs of students, including those with disabilities and giftedness, and knows how to use strategies and resources to address these needs. .

☐ Minimal ☐ Basic ☐ Proficient ☐ Distinguished

### Standard 2. Learning Environments

#### 1- Minimal

Reflection of the MOE to the standard and future teaching ministry is incomplete, lacks clarity, and demonstrates little understanding.

#### 2- Basic

Reflection of the MOE to the standard and future teaching ministry meets some expectations and demonstrates partial understanding.

#### 3- Proficient

Reflection of the MOE to the standard and future teaching ministry meets expectations and demonstrates consistent understanding.

#### 4. Distinguished

Reflection of the MOE to the standard and future teaching ministry exceeds expectations, is thorough, and demonstrates insightful understanding.

2A The teacher knows how to collaborate with students to create a welcoming and inclusive classroom community that reflects the diversity of student cultures in the design of the physical and virtual space, expectations, and organizational routines that represent the needs of all students.

☐ Minimal ☐ Basic ☐ Proficient ☐ Distinguished

2B The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build student self-direction and ownership of learning.

☐ Minimal ☐ Basic ☐ Proficient ☐ Distinguished

### Standard 3. Assessment

#### 1- Minimal

Reflection of the MOE to the standard and future teaching ministry is incomplete, lacks clarity, and demonstrates little understanding.

#### 2- Basic

Reflection of the MOE to the standard and future teaching ministry meets some expectations and demonstrates partial understanding.

#### 3- Proficient

Reflection of the MOE to the standard and future teaching ministry meets expectations and demonstrates consistent understanding.

#### 4. Distinguished

Reflection of the MOE to the standard and future teaching ministry exceeds expectations, is thorough, and demonstrates insightful understanding.

3B The teacher understands how to design, adapt, and select appropriate assessments to address specific learning goals and individual differences.

☐ Minimal ☐ Basic ☐ Proficient ☐ Distinguished

3F The teacher regularly assesses individual and group performance in order to design and modify instruction to meet students' needs in each area of development, including cognitive, linguistic, social, emotional, and physical, and scaffolds the next level of development.

☐ Minimal ☐ Basic ☐ Proficient ☐ Distinguished

### Standard 4. Planning for Instruction

#### 1- Minimal

Reflection of the MOE to the standard and future teaching ministry is incomplete, lacks clarity, and demonstrates little understanding.

#### 2- Basic

Reflection of the MOE to the standard and future teaching ministry meets some expectations and demonstrates partial understanding.

#### 3- Proficient

Reflection of the MOE to the standard and future teaching ministry meets expectations and demonstrates consistent understanding.

#### 4. Distinguished

Reflection of the MOE to the standard and future teaching ministry exceeds expectations, is thorough, and demonstrates insightful understanding.

4C The teacher creates or adapts lessons, unit plans, learning experiences, and aligned assessments based on Minnesota's academic standards, or if unavailable, local, national, or international discipline-specific standards.

☐ Minimal ☐ Basic ☐ Proficient ☐ Distinguished

4D The teacher designs instruction to build on learners' prior knowledge, culture, and experiences, allowing learners to accelerate as they demonstrate their understandings.

☐ Minimal ☐ Basic ☐ Proficient ☐ Distinguished

### Standard 5. Instructional Strategies

#### 1- Minimal

Reflection of the MOE to the standard and future teaching ministry is incomplete, lacks clarity, and demonstrates little understanding.

#### 2- Basic

Reflection of the MOE to the standard and future teaching ministry meets some expectations and demonstrates partial understanding.

#### 3- Proficient

Reflection of the MOE to the standard and future teaching ministry meets expectations and demonstrates consistent understanding.

#### 4. Distinguished

Reflection of the MOE to the standard and future teaching ministry exceeds expectations, is thorough, and demonstrates insightful understanding.

5I The teacher varies learning activities to involve whole group, small group, and individual work, and to develop a range of learner skills.

☐ Minimal ☐ Basic ☐ Proficient ☐ Distinguished

5K The teacher employs a variety of strategies to assist students to develop social and emotional competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

☐ Minimal ☐ Basic ☐ Proficient ☐ Distinguished

## Standard 6. Professional Responsibilities

### 1- Minimal

Reflection of the MOE to the standard and future teaching ministry is incomplete, lacks clarity, and demonstrates little understanding.

### 2- Basic

Reflection of the MOE to the standard and future teaching ministry meets some expectations and demonstrates partial understanding.

### 3- Proficient

Reflection of the MOE to the standard and future teaching ministry meets expectations and demonstrates consistent understanding.

### 4. Distinguished

Reflection of the MOE to the standard and future teaching ministry exceeds expectations, is thorough, and demonstrates insightful understanding.

6G The teacher uses a variety of self-assessment and problem-solving strategies to analyze and reflect on their practice and to make adaptations and adjustments toward more equitable outcomes.

☐ Minimal ☐ Basic ☐ Proficient ☐ Distinguished

6J The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem solving.

☐ Minimal ☐ Basic ☐ Proficient ☐ Distinguished

## Standard 7. Collaboration & Leadership

### 1- Minimal

Reflection of the MOE to the standard and future teaching ministry is incomplete, lacks clarity, and demonstrates little understanding.

### 2- Basic

Reflection of the MOE to the standard and future teaching ministry meets some expectations and demonstrates partial understanding.

### 3- Proficient

Reflection of the MOE to the standard and future teaching ministry meets expectations and demonstrates consistent understanding.

### 4. Distinguished

Reflection of the MOE to the standard and future teaching ministry exceeds expectations, is thorough, and demonstrates insightful understanding.

7A The teacher understands the importance of engaging in culturally affirming, reciprocal communication with families about student development, learning, and performance.

☐ Minimal ☐ Basic ☐ Proficient ☐ Distinguished

7C The teacher plans collaboratively with professionals who have specialized expertise to design and jointly deliver, as appropriate, learning experiences to meet unique learning needs

☐ Minimal ☐ Basic ☐ Proficient ☐ Distinguished

## Standard 8. Racial Consciousness & Reflection

### 1- Minimal

Reflection of the MOE to the standard and future teaching ministry is incomplete, lacks clarity, and demonstrates little understanding.

### 2- Basic

Reflection of the MOE to the standard and future teaching ministry meets some expectations and demonstrates partial understanding.

### 3- Proficient

Reflection of the MOE to the standard and future teaching ministry meets expectations and demonstrates consistent understanding.

### 4. Distinguished

Reflection of the MOE to the standard and future teaching ministry exceeds expectations, is thorough, and demonstrates insightful understanding.

8E The teacher understands the histories and social struggles of historically defined racialized groups, including but not limited to Indigenous people, Black Americans, Latinx Americans, and Asian Americans.

☐ Minimal ☐ Basic ☐ Proficient ☐ Distinguished

8F The teacher understands the cultural content, world view, concepts, and perspectives of Minnesota-based American Indian Tribal Nations and communities, including Indigenous histories and languages.

☐ Minimal ☐ Basic ☐ Proficient ☐ Distinguished

## Presentation

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### Oral Presentation

- ☐ Oral Presentation skills are minimal
- ☐ Oral Presentation skills are basic (adequate)
- ☐ Oral Presentation skills are proficient (very good)
- ☐ Oral Presentation skills are distinguished (excellent)

### Portfolio Appearance

- ☐ Appearance is minimal
- ☐ Appearance is basic
- ☐ Appearance is proficient
- ☐ Appearance is distinguished

### Mechanics

- ☐ 9 or more mechanical errors observed
- ☐ 6-8 mechanical errors observed
- ☐ 3-5 mechanical errors observed
- ☐ 0-2 mechanical errors observed

## Score

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- ☐ Pass (52-76 total points)
- ☐ No Pass (51 or less total points)

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.

## Signatures

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### Comments (Optional)

Professor Name

Peer Reviewer Name

**No MOE may be used more than once.**

**MN8710.2000 STANDARDS OF EFFECTIVE PRACTICE FOR TEACHERS:**

**Standard 1, (Student Learning).**

**1G:** *The teacher understands that each student's cognitive, linguistic, social, emotional and physical development influences learning and makes instructional decisions that build on learners' strengths, needs, and cultural ways of knowing.*

**1J:** *The teacher understands the exceptional needs of students, including those with disabilities and giftedness, and knows how to use strategies and resources to address these needs.*

**Standard 2, (Learning Environment).**

**2A:** *The teacher knows how to collaborate with students to create a welcoming and inclusive classroom community that reflects the diversity of student cultures in the design of the physical and virtual space, expectations, and organizational routines that represent the needs of all students.*

**2B:** *The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build student self-direction and ownership of learning.*

**Standard 3, (Assessment).**

**3B:** *The teacher understands how to design, adapt, and select appropriate assessments to address specific learning goals and individual differences.*

**3F:** *The teacher regularly assesses individual and group performance in order to design and modify instruction to meet students' needs in each area of development, including cognitive, linguistic, social, emotional, and physical, and scaffolds the next level of development.*

**Standard 4, (Planning for Instruction).**

**4C:** *The teacher creates or adapts lessons, unit plans, learning experiences, and aligned assessments based on Minnesota's academic standards, or if unavailable, local, national, or international discipline-specific standards.*

**4D:** *The teacher designs instruction to build on learners' prior knowledge, culture, and experiences, allowing learners to accelerate as they demonstrate their understandings.*

### **Standard 5, (Instructional Strategies).**

**5I:** *The teacher varies learning activities to involve whole group, small group, and individual work, and to develop a range of learner skills.*

**5K:** *The teacher employs a variety of strategies to assist students to develop social and emotional competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision making.*

### **Standard 6, (Professional Responsibilities).**

**6G:** *The teacher uses a variety of self-assessment and problem-solving strategies to analyze and reflect on their practice and to make adaptations and adjustments toward more equitable outcomes.*

**6J:** *The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem solving.*

### **Standard 7, (Collaboration and Leadership).**

**7A:** *The teacher understands the importance of engaging in culturally affirming, reciprocal communication with families about student development, learning, and performance.*

**7C:** *The teacher plans collaboratively with professionals who have specialized expertise to design and jointly deliver, as appropriate, learning experiences to meet unique learning needs.*

### **Standard 8, (Racial Consciousness and Reflection).**

**8E:** *The teacher understands the histories and social struggles of historically defined racialized groups, including but not limited to Indigenous people, Black Americans, Latinx Americans, and Asian Americans.*

**8F:** *The teacher understands the cultural content, world views, concepts, and perspectives of Minnesota-based American Indian Tribal Nations and communities, including Indigenous histories and languages.*

## APPENDIX B: CHOICE MOES

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

*Case Studies*

*Course Essays*

*Curriculum Designs*

*District / State Teachers Conference Materials*<sup>1</sup>

*Individual Reflection Journal Entry*

*Interactive Bulletin Boards*

*Journals*

*Learning Logs*

*Lesson Plans*<sup>2</sup>

*Professional Development during Faculty Meetings*<sup>3</sup>

*Projects*

*Research Papers*

*Service Learning Projects*

*Teacher Candidate Created Assessments*

*Teacher Candidate Created Devotions*

*Teacher Candidate Created Newsletters*

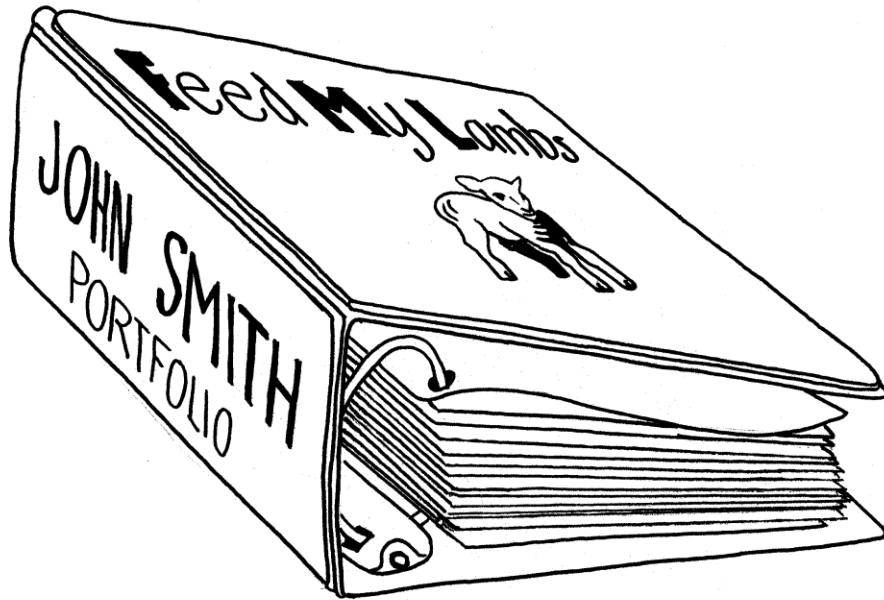
*Technological Presentations*

<sup>1</sup> You may choose District/State Teachers Conference materials for an 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.

<sup>2</sup> You may have a maximum of 3 lesson plans throughout the entire portfolio.

<sup>3</sup> 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)

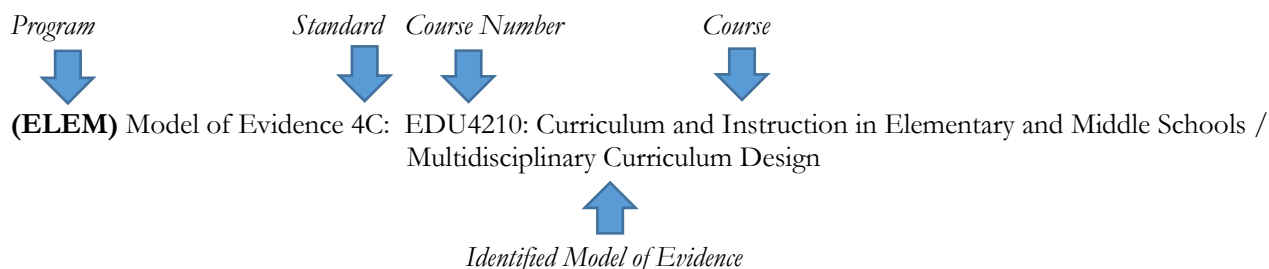


(SAMPLE *THEME* for the Intro 1-Theme subfolder - Electronic Portfolio Format)





**EXAMPLE of an entry for the Table of Contents**



**(SAMPLE FORMATS FOR THE TABLE OF CONTENTS) :**

**Table of Contents**

**Autobiography**

**Standard 1: Student Learning**

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

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

OR

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

**(ELEM+LM)** Model of Evidence 1J: (Course Number: Course/Identified Model of Evidence)

OR

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

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

OR

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

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

OR

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

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

OR

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

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

OR

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

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

OR

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

**(SEC 2)** Model of Evidence 1J: (Course Number: Course/Identified Model of Evidence)

**Philosophy of Christian Education Paper**

(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).*

You will write your reflection for each cover page.

Your **first** paragraph will *describe or explain your chosen MOE*.

Your **second** paragraph will *explain why you have chosen that particular MOE as a connection to the standard*.

Your **third** paragraph will *explain how the MOE or meeting the standard will help you in your future teaching ministry*.

**(SAMPLE COVER PAGE)**

**Standard 4C: Planning for Instruction**

**The teacher creates or adapts lessons, unit plans, learning experiences, and aligned assessments based on Minnesota's academic standards, or if unavailable, local, national, or international discipline-specific standards.**

**(ELEM) Model of Evidence 4C: EDU4210: Curriculum and Instruction in Elementary and Middle Schools/Multidisciplinary Curriculum Design**

**Reflection:**

The Multidisciplinary Curriculum Design was an assignment in which Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

This MOE helped me meet the standard because Vivamus id ligula nec lacus euismod tincidunt quis sagittis mauris. Sed blandit nec diam sed ullamcorper. Vestibulum ante ipsum primis in faucibus orci luctus et ultrices posuere cubilia curae; Aliquam erat volutpat. Aenean ligula dui, eleifend in lorem commodo, finibus consequat metus. Quisque neque risus, pulvinar vitae malesuada et, condimentum non erat. In finibus est et pharetra ullamcorper. Interdum et malesuada fames ac ante ipsum primis in faucibus. Nulla vitae convallis libero. Suspendisse quis sodales lectus. Curabitur lacinia aliquet sem porta semper. Sed tristique ante non velit tincidunt, non consequat mi rutrum. Vivamus dapibus vel quam a hendrerit. Fusce et justo nisi. Curabitur ac aliquam erat. Maecenas luctus egestas dignissim. Praesent tempor rutrum est, eget efficitur felis consectetur et. Sed iaculis vitae sapien sed bibendum. Vivamus facilisis pharetra feugiat. Suspendisse a suscipit quam. Suspendisse potenti.

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## (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

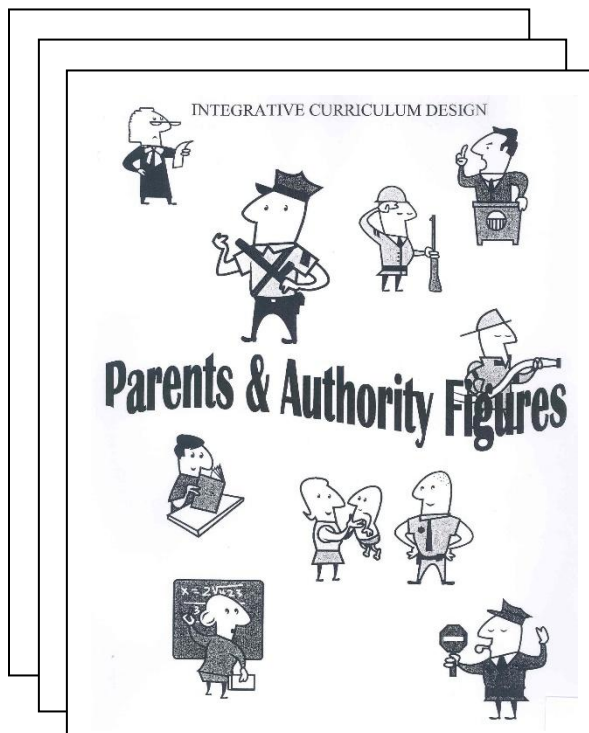
**Resource**

[http://tiger.coe.missouri.edu/~pgermann/DiscEvent/Gases\\_Air/Re-Lighting\\_Candle/re-lighting\\_candle.html](http://tiger.coe.missouri.edu/~pgermann/DiscEvent/Gases_Air/Re-Lighting_Candle/re-lighting_candle.html)

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### MOE with Multiple Sheets

#### EDU4210: Curriculum and Instruction in the Elementary & Middle Schools



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### MOE that is Oversized

