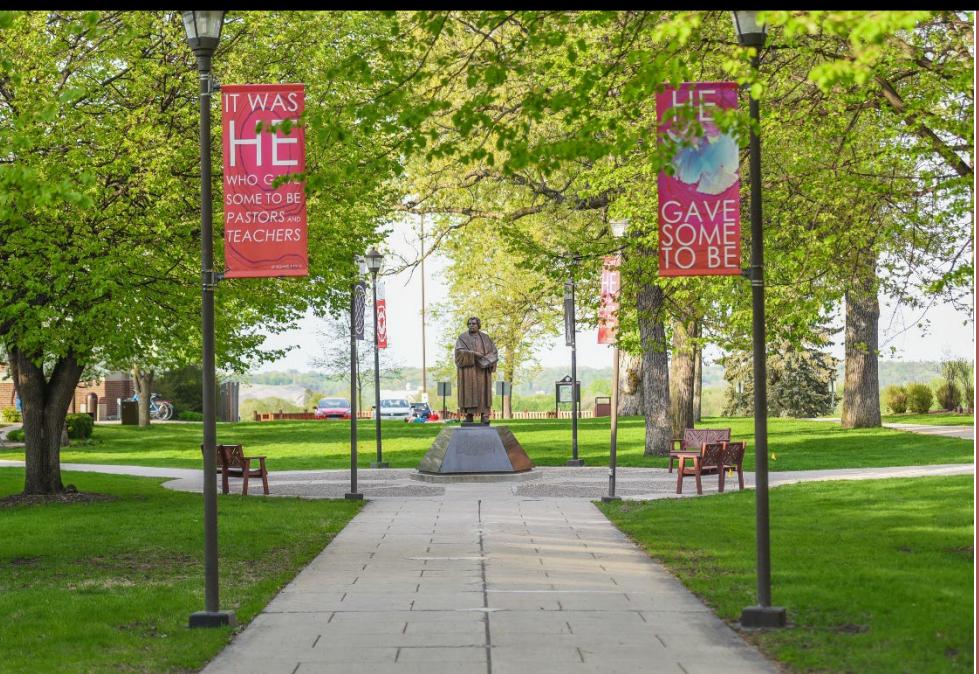




# POST BACCALAUREATE LICENSURE PROGRAM PORTFOLIO GUIDELINES



MLC's Post-baccalaureate program is open to teachers who are graduates from Dr. Martin Luther College (DMLC) or Martin Luther College (MLC) with a Bachelor of Science in Education degree. The program enables veteran teachers to be eligible for their initial Minnesota teaching license or add-on licensure field(s) to an existing Minnesota license.

This handbook will guide you through MLC's Post-baccalaureate portfolio process.

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## Definition

Portfolios are a purposeful, systematic collection of work that demonstrates knowledge, skills, and dispositions required of a veteran teacher seeking Minnesota licensure. The contents of your portfolio also provide documentation that you have **a**) met the Standards of Effective Practice, **b**) know how your coursework/educational experiences help you meet these standards, and **c**) reflected upon his/her teaching experiences.

## Creating and Organizing Your Portfolio

*During your coursework/educational experience, you will collect Models of Evidence (MOEs) that will be included in your portfolio. The MOEs that you choose will need to show how you have met each of the Minnesota 8 Standards of Effective Practice.*

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

- A. Theme
- B. Table of Contents
- C. Autobiography
- D. Each Minnesota Standard, including:
  - 1. Cover Page and first MOE
  - 2. Cover Page and second MOE

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**

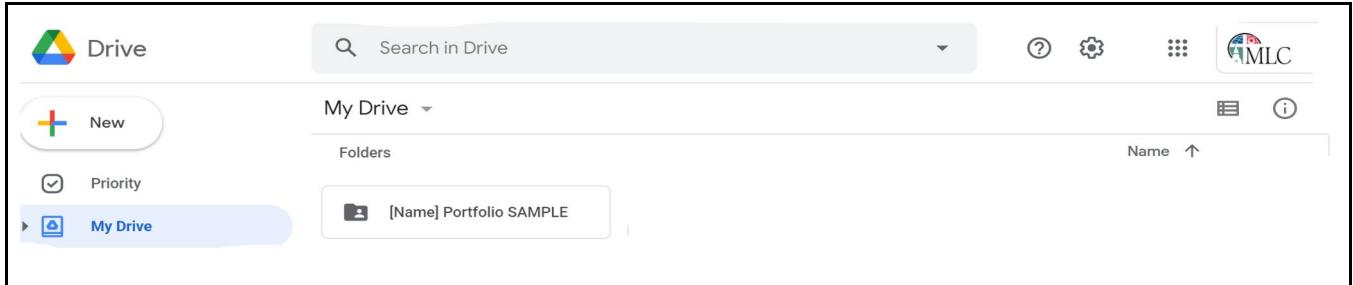
Use these guidelines for preparing the physical portfolio for the oral presentation:

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 along with the word “PORTFOLIO” on it, and slip it into the spine. (See Appendix A)
2. Your binder will also need a clear sleeve on the cover so that you can place your title page into it. This title should be the theme for your educational post-baccalaureate journey at MLC and beyond. You are encouraged to design this in a creative and professional manner. (See Appendix A)
3. Plan your Table of Contents (See Appendix B) and Autobiography (See Appendix E) to place in clear plastic sleeves.
4. You will need 16 Cover Pages 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. (See Appendix D)
5. Each MOE in the portfolio should also be in a separate, clear plastic sleeve after each appropriate standard cover page.
6. 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 D)
7. It is your choice if you want to use the original copy of your work or if you want to us 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 MOE 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. For example, your MOEs for Standard 1 would be numbered 1G and 1J. The other standards and MOEs would follow the same pattern.
9. The color of paper 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 portfolio. Choose from the following: 11-point Calibri, 11-point Arial, or 12-point Times New Roman.
10. No MOE may be used more than once in your portfolio. If you choose to use your electronic reflection journal, in its entirety or for one specific entry, it constitutes one MOE.

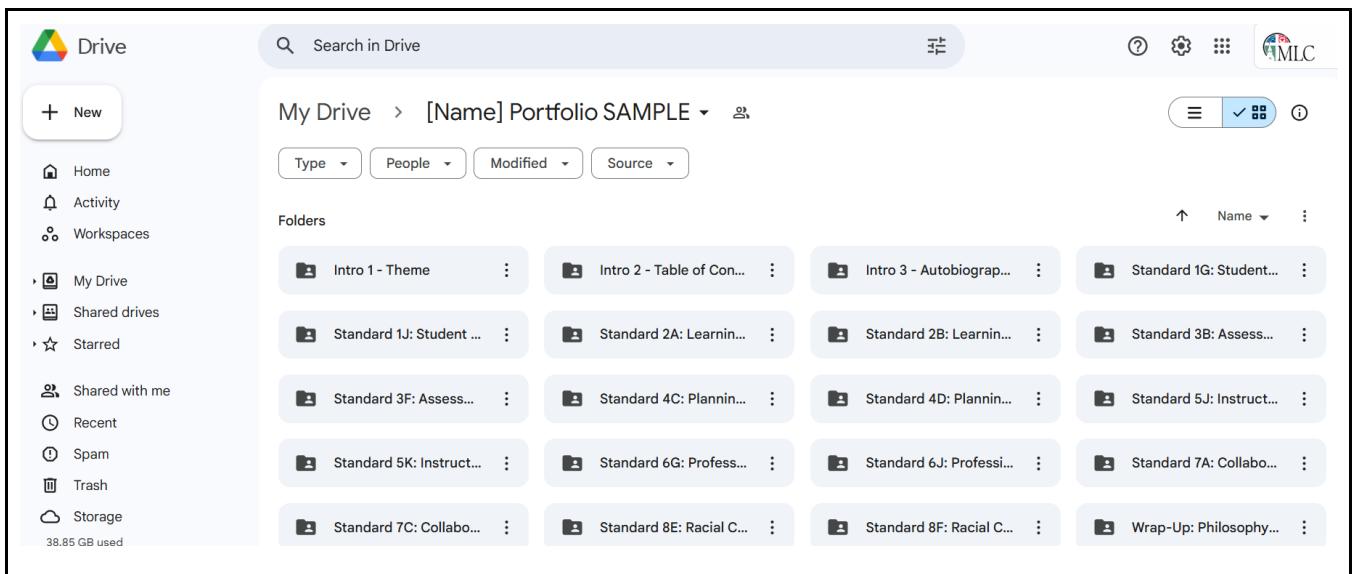
## Option 2: Electronic Portfolio

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

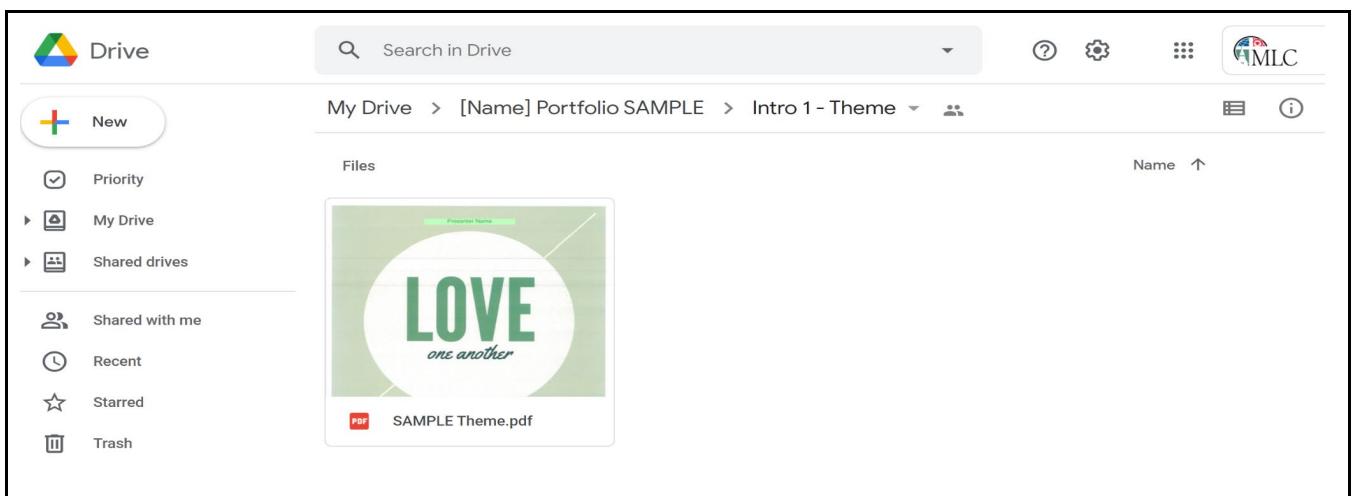
1. Prepare a Google folder and title it. (Example: Bethel Powers Portfolio)



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



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

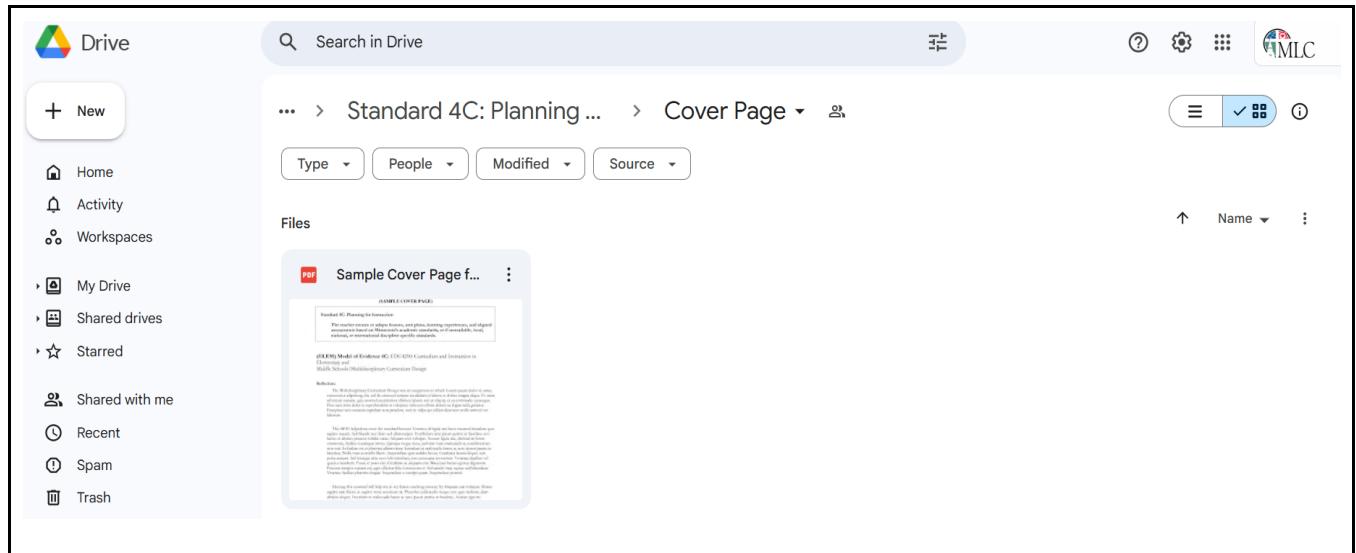


4. You will drop your *Table of Contents* into the Intro 2-Table of Contents subfolder:

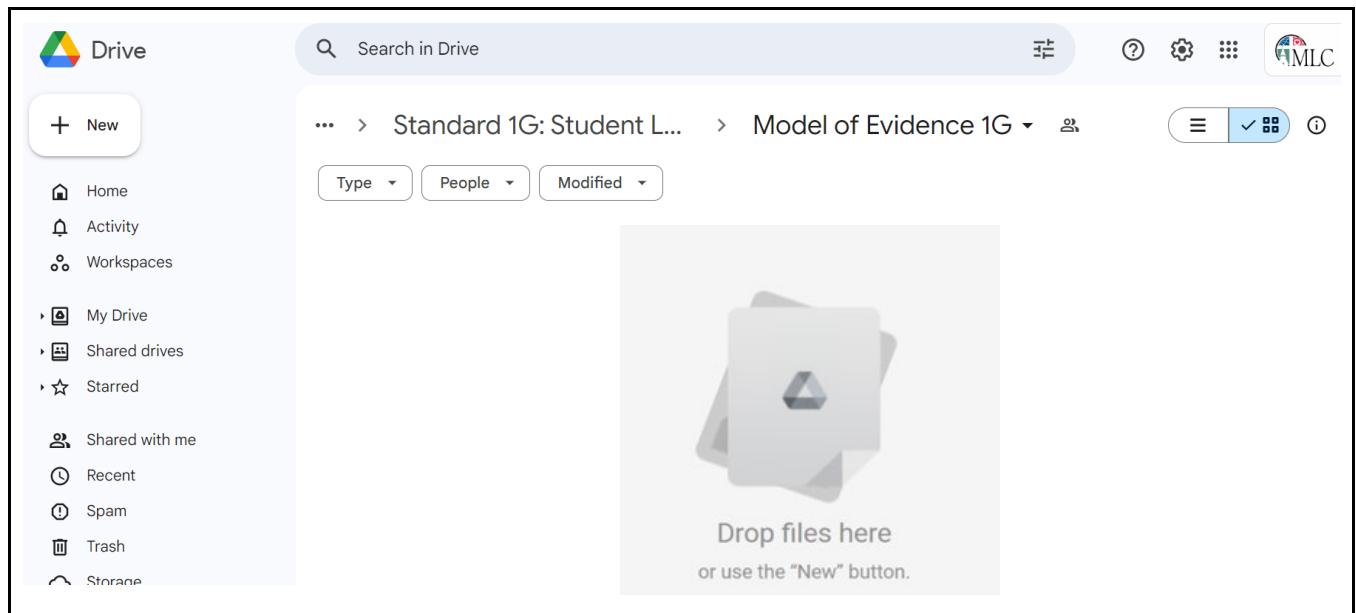
5. You will drop your *Autobiography* into the Intro 3-Autobiography subfolder:

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

## Presenting Your Portfolio

***Following the completion of your coursework, Professional Experience, and CPAST Evaluation, as laid out in your LRP, you will schedule your portfolio presentation with the Licensure office.***

The review of the portfolio provides both a written and oral opportunity for you to reflect on your learning experiences, learning growth, and make connections and application to teaching. This will be a formal presentation with two reviewers present. Martin Luther College will allow your review to take place remotely or on campus at a time that is convenient for you. Your review will last approximately one hour: 50 minutes of presentation time and 10-15 minutes for a question-and-answer session. Plan to take the entire fifty minutes to thoroughly cover all of the Models of Evidence. After you are finished, the reviewers may ask you questions about your presentation.

As you prepare your presentation, you should reflect on areas of growth from what has been learned in your coursework and professional experiences. Please read through the following presentation tips.

## Presentation Tips

1. Practice your presentation so that it flows smoothly, **with limited reading**, and within the suggested timeframe.
2. Dress professionally and arrive on time 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.
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.
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 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 teaching ministry by...”**).
10. Conclude by thanking your reviewers.

After your presentation, you are then excused and the reviewers will evaluate your portfolio and presentation. You will then be brought back into the meeting room and communicated the results of your portfolio.

Your portfolio will be assessed using the rubric found on pages 15-18. 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.

Allow approximately two hours for the entire process; presentation, assessment, and evaluation of your portfolio by the reviewers.

## **Portfolio Choice Models of Evidence**

Alternative Assessments	Management Strategies
Authentic Assessments	Newsletters
Bulletin Boards	Parent Communication
Collages	Pictures
Conference Materials	Presentations
Coursework	Professional Experiences
Curriculum Designs	Quizzes
Devotions	Reflections
Emails	Research Papers
Evaluations	Rubrics
Experiments	Student Projects
Faculty Meeting Materials	Teaching Videos
Field Trip Materials	Team Planning
Handbooks	Tests
Journals	Textbook Evaluations
Lesson Plans	Tri-fold Document
Letters	Visual Representation

## Standards and Guidelines for MOEs

***There will be 16 Models of Evidence for your portfolio. No MOE may be used more than once.***

### **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 view, concepts, and perspectives of Minnesota-based American Indian Tribal Nations and communities, including Indigenous histories and languages.

**On the following pages see Appendices A-F:**

*Appendix A - Portfolio Cover and Spine Sample*

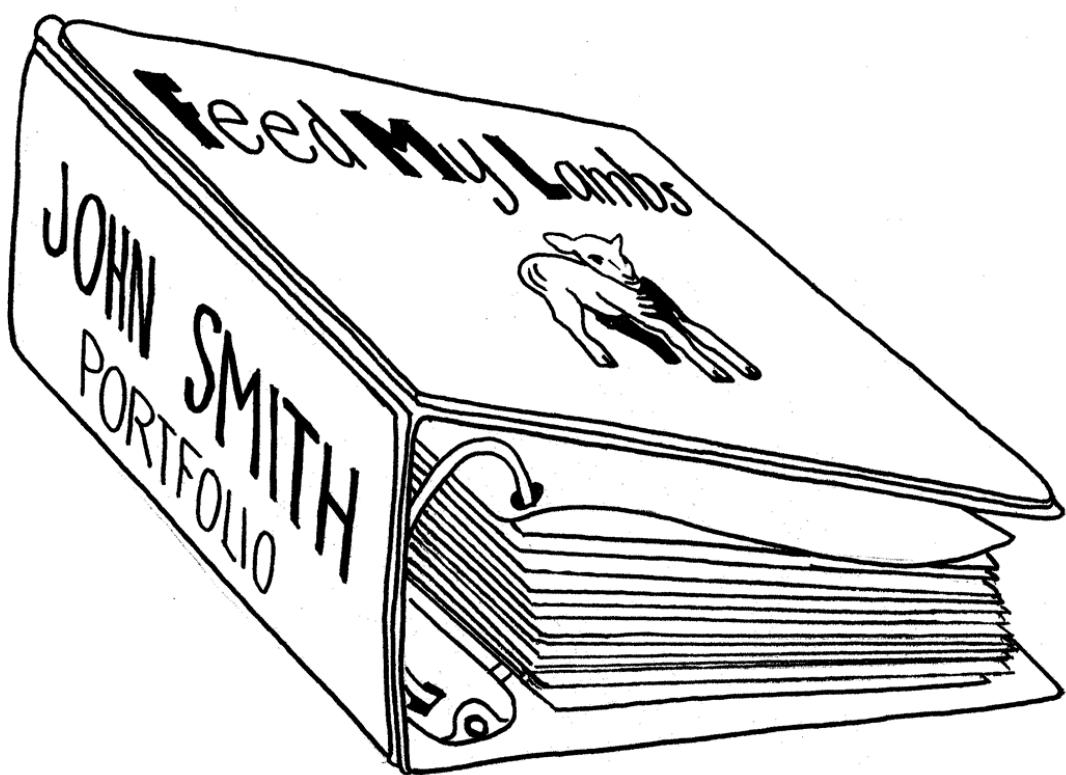
*Appendix B - Table of Contents Sample*

*Appendix C - Cover Page Sample*

*Appendix D - MOE-Plastic Sleeve Options*

*Appendix E - Autobiography Sample*

*Appendix F - Portfolio Review Assessment Form:* Your presentation will be scored using this form. It is helpful to see the subject areas where your reviewers will be focused.



<b>Standard 1: Student Learning .....</b>	<b>1</b>
Model of Evidence 1G – EDU9202 .....	1G
Model of Evidence 1J – SPE2101/5201.....	1J
<b>Standard 2: Learning Environments .....</b>	<b>2</b>
Model of Evidence 2A – EDU5010 .....	2A
Model of Evidence 2B – Choice .....	2B
<b>Standard 3: Assessment .....</b>	<b>3</b>
Model of Evidence 3B – Choice .....	3B
Model of Evidence 3F – Choice.....	3F
<b>Standard 4: Planning for Instruction .....</b>	<b>4</b>
Model of Evidence 4C – Professional Experience Lesson Plans.....	4C
Model of Evidence 4D – Professional Experience Lesson Plans or Choice .....	4D
<b>Standard 5: Instructional Strategies.....</b>	<b>5</b>
Model of Evidence 5I – EDU3210/8210 or Choice.....	5I
Model of Evidence 5K – Choice.....	5K
<b>Standard 6: Professional Responsibilities.....</b>	<b>6</b>
Model of Evidence 6G – Choice .....	6G
Model of Evidence 6J – Choice .....	6J
<b>Standard 7: Collaboration and Leadership .....</b>	<b>7</b>
Model of Evidence 7A – Choice .....	7A
Model of Evidence 7C – Choice.....	7C
<b>Standard 8: Racial Consciousness and Reflection.....</b>	<b>8</b>
Model of Evidence 8E – Choice.....	8E
Model of Evidence 8F – EDU9506.....	8F

**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.

**Model of Evidence 4C: EDU9202: Curriculum and Instruction in Elementary and Middle Schools/Multidisciplinary 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 Multidisciplinary 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 with One Sheet

#### Sample of Coursework

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**

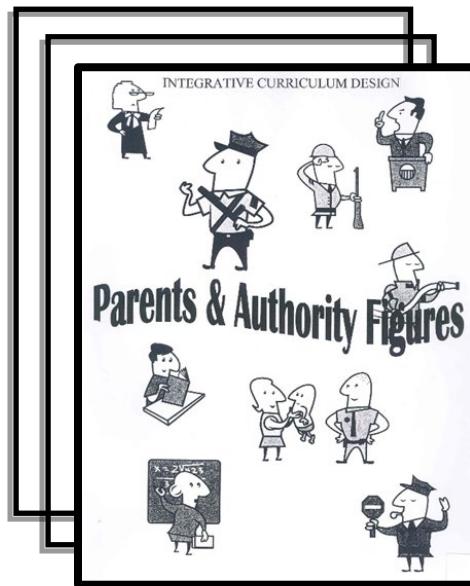
N/A

**Resource**

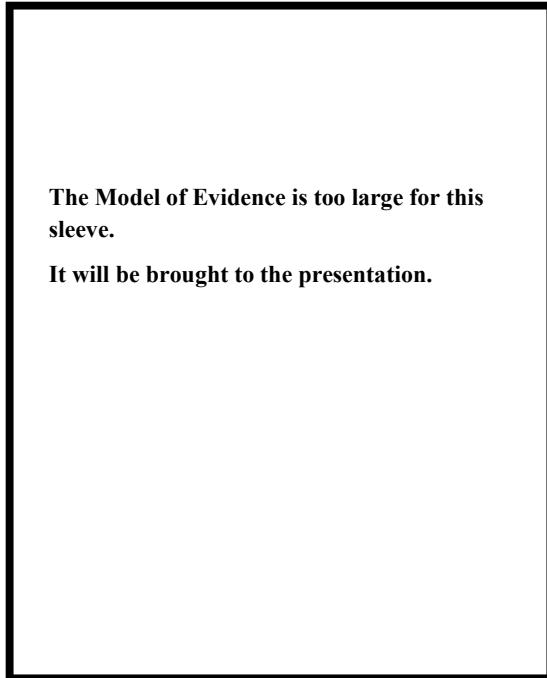
[http://tiger.coe.missouri.edu/~pgermann/DiscEvent/Gases\\_Air/Re-Lighting\\_Candle/re-lighting\\_candle.html](http://tiger.coe.missouri.edu/~pgermann/DiscEvent/Gases_Air/Re-Lighting_Candle/re-lighting_candle.html)

### MOE with Multiple Sheets

#### EDU9202: Curriculum and Instruction in the Elementary & Middle Schools



### MOE that is Oversized



**The Model of Evidence is too large for this sleeve.**

**It will be brought to the presentation.**

**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).*

**Portfolio Review****Metadata****Teacher**

Name

Date

Majors

Licensed Minors

**MARTIN LUTHER COLLEGE**

Your WELS College of Ministry

**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.
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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.
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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.
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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.
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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.
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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.
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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

#### 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**

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

**Signatures**

Comments (Optional)

Reviewer #1

Reviewer #2