

POST BACCALAUREATE LICENSURE PROGRAM PORTFOLIO GUIDELINES



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

Dr. Cindy Whaley
Licensure Officer
Professor of Education

507-354-8221, Ext. 347
whaleyce@mlc-wels.edu

Shelley Zacate
Administrative Assistant

507-354-8221, Ext. 297
zacatesm@mlc-wels.edu

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 experiences, 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 10 Standards of Effective Practice.

Formatting Points:

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.
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. You are encouraged to design this in a creative and professional manner.
3. Plan your Table of Contents and Autobiography. (see samples)
4. You will need 10 Cover Pages in clear plastic sleeves-one for each standard. 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. You will collect two MOEs for each standard.
6. If you have a MOE that you cannot fit into a clear plastic sleeve after the appropriate standard, you should put a sheet of paper into the sleeve that refers the reviewers to your attached MOE.
7. It is your choice if you want to use the original copy of your work or if you want to use a clean copy. MOEs that are several pages in length should be put into one clear plastic sleeve and not into multiple clear plastic sleeves.
8. Each sleeve must be numbered on the bottom right hand corner. You may use any type of label. 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.
9. The color of paper you choose to use for the cover pages for the standards should be consistent throughout the portfolio. Be creative and professional.

10. No MOE may be used more than once in your portfolio.

Presenting Your Portfolio

Following the completion of your coursework, MTLE testing, and professional experience/s 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 on campus at a time that is convenient for you. Another option may be to present the portfolio remotely.

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. As you prepare your presentation, you should reflect on areas of growth from what has been learned in your coursework and professional experiences.

You are then excused and the reviewers will assess your portfolio and presentation. You will then be called back into the room and told the results of your portfolio review. Allow approximately two hours for the entire process; presentation, assessment, and evaluation of your portfolio by the reviewers.

Your Portfolio will be assessed in these five areas:

1. Standards of Effective Practice
2. Reflection
3. Oral Presentation
4. Organization of Portfolio
5. Mechanics

Presentation Options

Option 1 – MOE by MOE

- Standard by Standard → MOE by MOE

Option 2 – Whole to Part

- Discuss 3 essays and show a video clip/s → MOE by MOE for the rest

Option 3 – Part to Whole

- MOE by MOE → Discuss 3 essays and show a video clip/s

Please communicate to the reviewers which presentation option you have chosen before the portfolio review.

Presentation Tips

1. Practice your presentation so that it flows smoothly, with limited reading, and within the allotted time
2. Dress professionally and arrive on time for your presentation
3. You may choose to sit or stand
4. Use your portfolio during your presentation by paging through it as you present each MOE
5. Begin by introducing yourself
6. Continue by briefly explaining your theme and autobiography
7. Name each standard and its explanation
8. Present a minimum of one MOE for each standard
9. Explain your MOEs and tell how they helped you meet the standard
10. Tell how meeting this standard will help you as a teacher

Required MOE

Standard 2, MOE 2a

Standard 4, MOE 4b

Standard 5, MOE 5a, 5b

Standard 7, MOE 7a

Standard 8, MOE 8b

Choice MOEs

Alternative Assessments

Authentic Assessments

Bulletin Boards

Collages

Conference Materials

Coursework

Curriculum Designs

Devotions

Dioramas

DVDs

Emails

Essays

Evaluations

Experiments

Faculty Meeting Materials

Field Trip Materials

Handbooks

Journals

Lesson Plans

Letters

Management Strategies

MTLE Test Scores

Native American Essay

Newsletters

Parent Communication

Pictures

Presentations

Professional Experiences

Quizzes

Reflections

Research Papers

Response Papers

Rubrics

Student Projects

Teaching Videos

Team Planning

Tests

Textbook Evaluations

Tri-fold Document

Visual Representations

Standards and Guidelines for MOEs

There will be 20 Models of Evidence for your portfolio. No MOE may be used more than once.

Standard 1 - Subject Matter

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

MOE 1a – Choice

MOE 1b – Choice

Standard 2 - Student Learning

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

MOE 2a – Reflection Journal

MOE 2b – Choice

Standard 3 – Diverse Learners

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

MOE 3a – Choice

MOE 3b – Choice

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.

MOE 4a – Choice

MOE 4b – Video Recording and Reflective Essay

Standard 5 – Learning Environment

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

MOE 5a – Reflection Journal

MOE 5b – Video Recording and Reflective Essay

Standard 6 – Communication

The teacher uses knowledge of effective verbal, non-verbal, and media communication techniques for foster active inquiry, collaboration, and supportive interaction in the classroom

MOE 6a – Choice

MOE 6b – Choice

Standard 7 – Planning Instruction

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

MOE 7a – Lesson plan (one of any type)

MOE 7b – Choice

Standard 8 – Assessment

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual and social development of the learner.

MOE 8a – Choice

MOE 8b – Video Recording and Reflective Essay

Standard 9 – Reflection and Professional Development

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

MOE 9a – Reflection Journal

MOE 9b – Autobiography

Standard 10 – Collaboration, Ethics, and Relationships

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.

MOE 10a – Use anything from EDU9202 or EDU9302

MOE 10b – Choice

On the following pages see:

Cover Page Sample

Table of Contents Sample

Portfolio Review Rubric: Your presentation will be scored using this rubric. It is helpful to see the subject areas where your reviewers will be focused.

Cover Page (Sample)

Standard 8: Assessment

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual and social development of the learner.

Model of Evidence 8a: Your Choice

Reflection: *(After briefly describing your MOE, connect it to the standard, and your teaching ministry.)*

This MOE describes a... *(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 teaching ministry by... *(continue by explaining how this MOE might help you in your teaching ministry.)*

Model of Evidence 8b: Video Recording and Reflective Essay

Reflection: *(After briefly describing your MOE, connect it to the standard, and your teaching ministry.)*

The video recording and reflective essay “The Importance of Using a Variety of Classroom Assessments”... *(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 teaching ministry by... *(continue by explaining how this MOE might help you in your teaching ministry.)*

Table of Contents (Sample)

Standard 1: Subject Matter	1
Model of Evidence 1a – Choice	1a
Model of Evidence 1b – Choice	1b
Standard 2: Student Learning	2
Model of Evidence 2a – Reflection Journal	2a
Model of Evidence 2b – Choice	2b
Standard 3: Diverse Learners.....	3
Model of Evidence 3a – Choice	3a
Model of Evidence 3b – Choice	3b
Standard 4: Instructional Strategies	4
Model of Evidence 4a – Choice	4a
Model of Evidence 4b – Video Recording and Reflective Essay.....	4b
Standard 5: Learning Environment.....	5
Model of Evidence 5a – Reflection Journal	5a
Model of Evidence 5b – Video Recording and Reflective Essay.....	5b
Standard 6: Communication	6
Model of Evidence 6a – Choice	6a
Model of Evidence 6b – Choice	6b
Standard 7: Planning Instruction.....	7
Model of Evidence 7a – Lesson Plan	7a
Model of Evidence 7b – Choice	7b
Standard 8: Assessment	8
Model of Evidence 8a – Choice	8a
Model of Evidence 8b – Video Recording and Reflective Essay.....	8b
Standard 9: Reflection and Professional Development	9
Model of Evidence 9a – Reflection Journal	9a
Model of Evidence 9b – Autobiography.....	9b
Standard 10: Collaboration, Ethics, and Relationships	10
Model of Evidence 10a – Choice	10a
Model of Evidence 10b – Choice	10b

POST-BACCALAUREATE PORTFOLIO REVIEW RUBRIC



TEACHER: _____
DATE OF REVIEW: _____

	Advanced - 4	Proficient - 3	Competent - 2	Beginning - 1
STANDARDS OF EFFECTIVE PRACTICE	All 10 standards identified and clearly supported by at least one model of evidence	<i>Use only a 4 or a 1 for this criteria</i>		One or more standard(s) missing or not clearly supported by at least two models of evidence
Comments:				
REFLECTION	Both oral and written reflections clearly demonstrate an excellent understanding along with correlation of the standards as they apply to your future teaching ministry	Both oral and written reflections demonstrate a proficient understanding along with correlation of the standards as they apply to your future teaching ministry	Both oral and written reflections demonstrate a competent understanding along with correlation of the standards as they apply to your future teaching ministry	Both oral and written reflections demonstrate a beginning understanding along with correlation of the standards as they apply to your future teaching ministry
Comments:				
ORAL PRESENTATION	Excellent oral presentation skills in a formal setting	Proficient oral presentation skills in a formal setting	Competent oral presentation skills in a formal setting	Oral presentation skills are developing
Comments:				
ORGANIZATION OF PORTFOLIO	Appearance and format of portfolio are outstanding	Appearance and format of portfolio are very good	Appearance and format of portfolio meet the basic requirements	Appearance and format of portfolio need significant improvement
Comments:				
MECHANICS	No errors in mechanics	1-2 errors in mechanics	3-4 errors in mechanics	More than 4 errors in mechanics
Comments:				

Passing score = 15-20 points

Non-passing score = Fewer than 15 points or a 1 rating in any category

STANDARDS:	
REFLECTION:	
ORAL PRESENTATION:	
ORGANIZATION:	
MECHANICS:	
TOTAL POINTS:	

REVIEWERS' SIGNATURES	
Dr. Robert Klindworth	
Dr. Cindy Whaley	

- ☐ The teacher passes his/her portfolio review
- ☐ The teacher must make changes in the written and/or oral presentation (see reverse), schedule another portfolio review, and attain a "passing" score.