

MARTIN LUTHER COLLEGE

POST-BACCALAUREATE LICENSURE PORTFOLIO GUIDELINES



MLC's Post-Baccalaureate program is open to veteran teachers who are graduates from Dr. Martin Luther College (DMLC) or Martin Luther College (MLC) with a Bachelor of Science in Education degree before 2001. The program enables veteran teachers to be eligible for their initial Minnesota teaching license and/or add-on licensure field/s to an existing Minnesota teaching license.

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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 professional 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 words “MLC 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. You are encouraged to design this in a creative and professional manner. (See Appendix A)
3. Create your Table of Contents (See Appendix B) and Autobiography. (See Appendix E)
4. You will need 10 Cover Pages in clear plastic sleeves—one for each standard. (See Appendix B) 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. Use the same font throughout your portfolio. 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 in your portfolio.

PRESENTING YOUR PORTFOLIO

Following the completion of your coursework, professional experience/s as laid out in your LRP, you will schedule your portfolio presentation with the Licensure office. MTLE exams should be completed before or soon after the portfolio presentation.

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. 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.

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.
4. 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.
5. Begin by introducing yourself
6. Continue by briefly explaining your theme and your autobiographical sketch.
7. During your presentation read each standard and its explanation.
8. While presenting all moes is recommended. You must present a minimum of one MOE for each standard.
9. 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...***”).
10. 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...***”).

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

PORTFOLIO CHOICE MODELS OF EVIDENCE

- Teacher Created—Alternative Assessments
- Teacher Created—Authentic Assessments
- Conference Materials
- Coursework
- Curriculum Designs
- Devotions
- Dioramas
- Parent Teacher Emails
- Essays
- Evaluations
- Experiments
- Faculty Meeting Materials
- Field Trip Materials
- School or Classroom Handbooks
- Journals
- Lesson Plans
- Management Strategies
- MTLE Test Scores
- Native America Essay
- Newsletters
- Pictures of Teaching and Learning Activities
- Reflections
- Response Papers
- Teacher Created Rubrics
- Student Projects
- Teaching Videos
- Teaching—Created Technological Presentations
- Teacher –Created Visual Representations

STANDARDS AND GUIDELINES FOR MODELS OF EVIDENCE

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

STANDARDS AND GUIDELINES FOR MOES CONTINUED

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

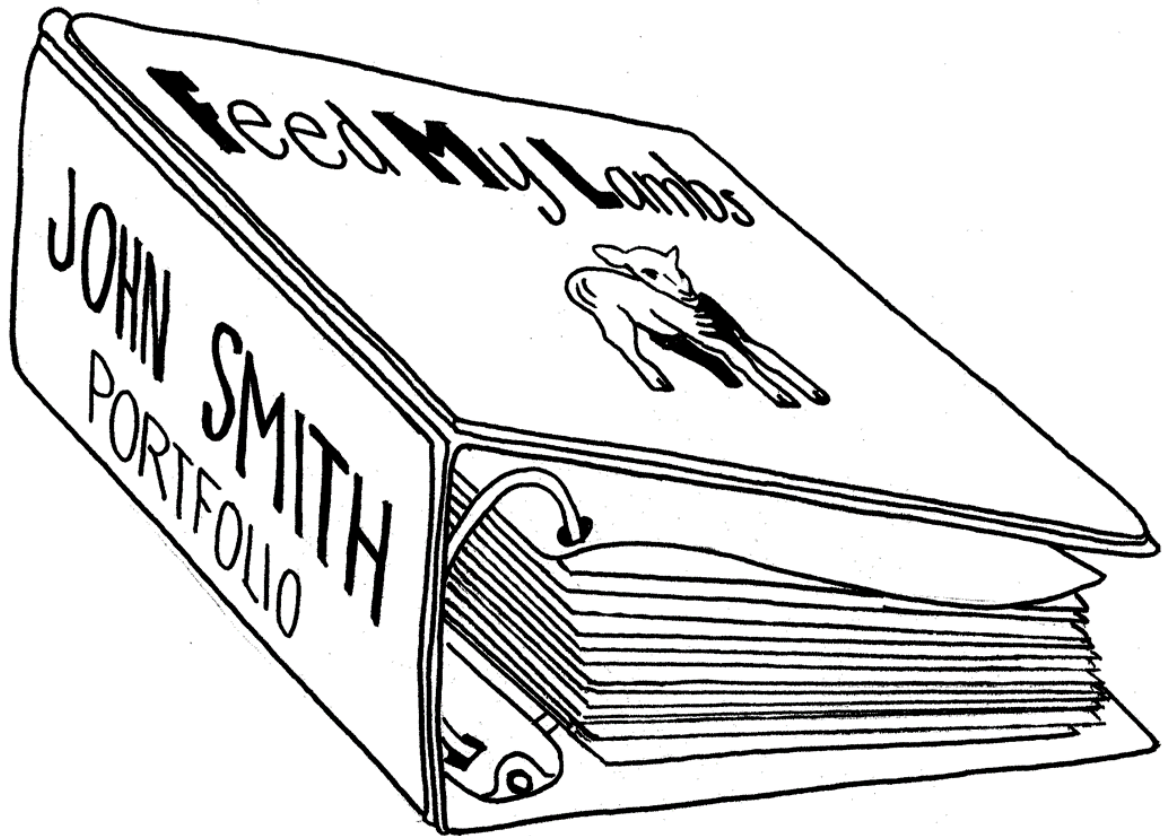
Standard 10 – Collaboration, Ethics, and Relationships

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

SAMPLE PORTFOLIO COVER AND SPINE



SAMPLE TABLE OF CONTENTS

Standard 1: Subject Matter

Model of Evidence 1a – Choice

Model of Evidence 1b – Choice

Standard 2: Student Learning

Model of Evidence 2a – Reflection Journal

Model of Evidence 2b – Choice

Standard 3: Diverse Learners

Model of Evidence 3a – Choice

Model of Evidence 3b – Choice

Standard 4: Instructional Strategies

Model of Evidence 4a – Choice

Model of Evidence 4b – Video Recording and Reflective Essay

Standard 5: Learning Environment

Model of Evidence 5a – Reflection Journal

Model of Evidence 5b – Video Recording and Reflective Essay

Standard 6: Communication

Model of Evidence 6a – Choice

Model of Evidence 6b – Choice

Standard 7: Planning Instruction

Model of Evidence 7a – Lesson Plan

Model of Evidence 7b – Choice

Standard 8: Assessment

Model of Evidence 8a – Choice

Model of Evidence 8b – Video Recording and Reflective Essay

Standard 9: Reflection and Professional Development

Model of Evidence 9a – Reflection Journal

Model of Evidence 9b – Autobiography

Standard 10: Collaboration, Ethics, and Relationships

Model of Evidence 10a – Choice

Model of Evidence 10b – Choice

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.

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

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

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

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

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

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

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

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

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

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

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

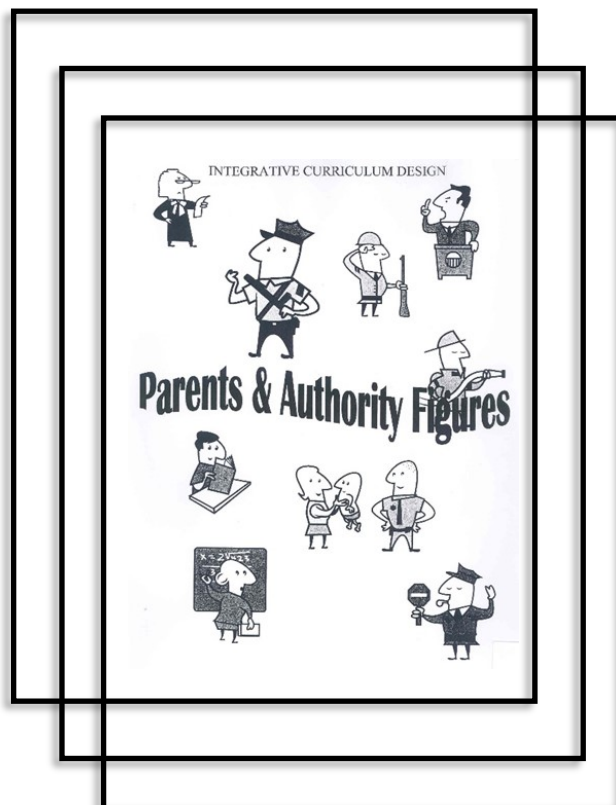
N/A

Resource

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

MOE with Multiple Sheets

EDU4210: 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.

SAMPLE AUTOBIOGRAPHY

Autobiography of

Sarah Jane Smith

and/ or

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)*.

Post-Baccalaureate Portfolio Review Rubric

Teacher: _____

Date of Review: _____



	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.</p> <p>The student must make the necessary changes and be evaluated again.</p>				Total Score:			
Comments (Optional): _____							
Reviewers Signature:			Reviewers Signature:				
_____			_____				
Dr. Robert Klindworth			Dr. Cindy Whaley				