

Concordia University, Nebraska
Graduate College

Master of Education - Portfolio Guidelines

Required Electronic Portfolio Content:.

1. Title Page
2. Table of Contents
3. Updated Professional Resume
4. Graduate Student Professional Vita originally written for Educ 501
5. Revisited Philosophy of Education Statement – Revisit your original philosophy of education statement contained in the vita written for Educ 501. How has the master's of education program changed your philosophy of education? Demonstrate how the following are integrated into your philosophy of education: the role of the student; the role of culture; the role of the teacher; and the view of the learner.
[LR-S1, T-D1]
6. Revisited Professional Development Plan--Review the goals you set for yourself at the beginning of your master's program. Have you achieved these goals? Did you modify your goals as you progressed through the program? If so, how and why?)
[T-D1, LR-S1, LR-D1]
7. Required Artifacts

Educ 565	Project or thematic unit developed for Educ 524/525
Educ 565	Critique of curriculum materials
Educ 566	Project
Educ 566	Critique of curriculum materials
Educ 595	Research proposal
Psy 511	Unit modification
Psy 511	Staff development presentation
Educ 568	Practicum log
Educ 568	Case study
Educ 569	Formal practicum evaluation

The Concordia University, Nebraska
College of Graduate Studies Conceptual Framework

Teaching knowledge

T-K1: Student Development – INTASC2, T5, T6

The graduate candidate understands how children learn and develop, and can provide learning opportunities that support a child's spiritual, intellectual, social, and personal development.

Teaching skills

T-S1: Multiple Instructional Strategies – INTASC4, T2

The graduate candidate understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem-solving, and performance skills.

T-S2: Planning – INTASC7, T1, LD3, LD4

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

T-S3: Assessment – INTASC8, T3

The graduate candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

T-S4: Motivation and Management – INTASC5, T4

The graduate candidate 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.

Teaching dispositions

T-D1: Passion for Teaching – LD1, LD6, LD10, LR1

The graduate candidate demonstrates a passion for teaching and motivation to spread the Gospel and/or strengthen the child's value system as evidenced in preparation and performance in his/her classroom.

T-D2: Personal Characteristics

The graduate candidate displays positive personal characteristics such as respect for others, dependability, punctuality, perseverance, appropriate sense of humor, social awareness, organization, management of paperwork, personal appearance and hygiene, and energy and health.

Leading knowledge

LD-K1: Content Pedagogy - INTASC1, T8

The graduate candidate understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Leading skills**LD-S1: School and Community Involvement – INTASC10, LD7, LD5**

The graduate candidate fosters relationships with school colleagues, parents, and agencies in the Christian community as well as the larger community to support students' learning and well-being.

LD-S2: Diverse Learners – INTASC3, LD8, LR4

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

LD-S3: Communication and Technology – INTASC6, LD2

The graduate candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Leading dispositions**LD-D1: Character / Faith Development – T7, LD9, LR3**

The graduate candidate models a value system which emphasizes moral and ethical character; the Lutheran school teacher integrates faith and learning while modeling Christian mission and service according to the doctrines and teachings of the Lutheran Church – Missouri Synod.

Learning knowledge**LR-K1: Depth of Knowledge in Endorsement Area – LR7**

The graduate candidate possesses a depth of subject/content knowledge for his/her endorsement as well as knowledge of teaching the faith for the LTD candidate.

Learning skills**LR-S1: Reflective Practice: Professional Growth – INTASC9, LR2, T9**

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

Learning dispositions**LR-D1: Lifelong Learning – LR5, LR6, LR8**

The graduate candidate can articulate the value of lifelong learning and has implemented a professional development plan.