

**2nd
Edition**

Developing PORTFOLIOS in EDUCATION

A Guide to Reflection, Inquiry, and Assessment

Ruth S. Johnson
J. Sabrina Mims-Cox
Adelaide Doyle-Nichols



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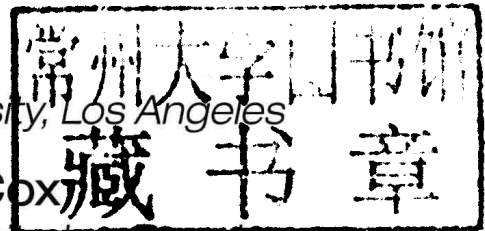
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Preface

PURPOSE OF THE TEXT

As instructors in higher education, we realized that using portfolios with our students was increasingly transforming the way in which we interacted with and engaged them in the learning process. Infusing reflective practice and designing fundamentally different ways to evaluate work required changes in practice. We sought out resources to assist us and found that there was a large body of print and electronic materials on various aspects of portfolio development, assessment, and evaluation. However, we felt the need for a comprehensive text that would serve as a resource throughout a professional's career.

Our purpose in writing the first edition was to develop a text that would be useful for both candidates and instructors—one that would provide a conceptual and research framework about the usefulness of portfolios, suggest some ways to organize the process, and provide long-term, useful tools that could be used at various stages of a professional's career, including professional and academic advancement.

PEDAGOGICAL FEATURES OF THE TEXT

- **Chapter-Opening Scenarios** provide “real-life” situations that readers may experience in their own portfolio development and makes the experience of developing the portfolio more relevant.
- **“Let’s Practice!” Activities** provide directed questions and hands-on exercises including prompts for students and instructors to discuss.
- **Examples and Samples** help to create a concrete representation of the material for the learner by providing hands-on tools.
- **Useful Resources** provide Web-based material students can access for more information about the chapter topics.
- **For Further Reading** suggestions direct students to books and journal articles for more information.

CHANGES TO THE SECOND EDITION

The second edition reflects the comments for improvement from outside reviewers and our personal teaching experiences in using the book with our students.

- The book's audience is preservice and professional educators and teachers, administrators, and counselors who will be developing portfolios. The book can also serve as a teaching tool for instructors.
- All chapters now have directed questions and hands-on exercises embedded, including prompts and exercises for students and instructors to discuss.
- A new chapter on action research (Chapter 2) has been added. It is designed for readers to understand the cyclical nature of the action research process, and the chapter fully develops the link between action research and portfolio development.
- Chapter 3, on authentic assessment and evaluation, has been expanded to incorporate more material on other forms of assessment. There is additional material on rubrics and scoring criteria and information on the various categories of portfolios and when each would be appropriate.
- Chapter 4, on reflective inquiry, has been enhanced to include more specific practical material on how to be reflective and a section on structured reflection that includes sample questions to reflect on and examples of written reflections.
- Additions to Chapter 5 include how to build a rubric and a step-by-step process for developing a portfolio.
- Chapter 6 contains more specific directions for developing a good teacher resume, along with more information on the development of vision and philosophy statements.
- Chapter 7 has been retooled to focus on those who will be presenting portfolios, rather than on institutional planning.
- The material in Chapters 8 and 9 have been updated to be more in line with current technology and educational trends. In Chapter 8, discussion on options and preferences for creating an electronic portfolio, a discussion on which program to use when creating an online portfolio, and information on online portfolio applications and commercial options, such as Live text are now featured. In Chapter 9, we've included updated instructions using Microsoft Word 2007 and PowerPoint 2007 in addition to Microsoft Word 2003 and PowerPoint 2003 and "how to" documents with various technology skills (all included on the CD).
- Chapter 10 has been revised to add more emphasis on how the portfolio and the skills learned in the process of its creation can be used for ongoing professional development and more information on how administrators view and use portfolios for hiring decisions.
- References have been updated and appendices have been added to improve readability by shifting some tables and charts from the chapters.

ANCILLARY FEATURES

This book includes a CD-ROM, which includes PowerPoint presentations, Web resources, hyperlinks, portfolio models and templates, implementation guidelines, additional exercises, and research information. The CD icon included in the text refers directly to material

included on the CD-ROM. In order to better navigate the CD, there is a detailed CD Table of Contents immediately following the table of contents for the book.

For easy access, we've provided the book's appendixes at www.sagepub.com/portfolios2e. You can access and print the following directly from the website (the material is also included on the CD-ROM):



- Appendix A: Web Links to National and Professional Standards
- Appendix B: Leadership Standards for Cultural Proficiency
- Appendix C: Sample Portfolio Checklist and Time Line for Teaching Credential Candidates
- Appendix D: Sample Scoring Rubrics
- Appendix E: Instructional Activities for Microsoft Word 2003 and PowerPoint 2003
- Appendix F: Sample Permission Form for Use of an Artifact

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Many people helped us in shaping the contents, format, and organization of the first and second editions of this book. Their guidance, time, and emotional support were invaluable.

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*To all future portfolio architects:
May this text enlighten and guide you through your portfolio journey.*

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