



Developing Portfolios in Education: A Guide to Reflection, Inquiry, and Assessment

By Ruth S. Johnson, J. (Joan) Sabrina Mims-Cox, Adelaide R. Doyle-Nichols

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Developing Portfolios in Education, Second Edition, walks teachers through the practical aspects of creating portfolios and demonstrates how they can be used as an action research tool for reflection and professional development. Authors Ruth S. Johnson, J. Sabrina Mims-Cox, and Adelaide Doyle-Nichols include checklists, visuals, organizational strategies, and hands-on tools to help readers through every step of developing a professional portfolio.

Key Features

- Emphasizes the role of standards as they apply to portfolio content and evaluation
- Includes chapter-opening scenarios that offer real-world examples of portfolio development

New to This Edition

- Presents a chapter that links portfolio development to action research
- Contains updated material on electronic portfolio development
- Provides new step-by-step descriptions of the portfolio process written specifically for teachers

Accompanying **Student Resources on CD** provide video clips of portfolio presentations, sample electronic portfolios for elementary and secondary teaching credential candidates, PowerPoint slides, tables, templates, and links to Web sites.

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Editorial Review

Review

"It is a very useful new book. It will greatly help the students and the teachers in developing and making portfolio's as a valuable resource in learning and a toll for assessment." (S.P. Ruhela 2007-07-20)

About the Author

Ruth S. Johnson is a professor emeritus at California State University, Los Angeles. She has served in a variety of educational settings in New Jersey and California. Ruth received her Ed.D. in 1985 from Rutgers, The State University of New Jersey. Her dissertation was titled An Exploratory Study of Academic Labeling, Student Achievement and Student Ethnographic Characteristics. At the K–12 level, she served as a classroom teacher, an instructional consultant, a director of elementary education, an analyst, an assistant superintendent of schools in the areas of curriculum and business, and as a superintendent of schools. She initiated efforts that resulted in raising academic standards and student achievement in low performing school districts. She served as an education consultant for the New Jersey Department of Education and as a director for two non-profit organizations in California which focused on raising student achievement in underserved student populations. Her major scholarly interests and publications focus on processes related to changing the academic culture of urban schools, with an emphasis on access and equity. In addition to her four published books, she has written numerous book chapters, articles, editorials, research reports, and manuscript reviews. As a recognized speaker, she has presented nationally to scholarly and professional audiences and serves as a consultant to schools and districts.

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