

Editor's Preface: Teaching Portfolios in Teacher Education

As our three co-guest editors for this Winter 1998 issue of *Teacher Education Quarterly* report in their introduction, "Portfolios have been used at every phase of teacher development—as students begin to master subject matter in the early stages of preparation, as they move into the professional preparation component, in student teaching and in internships, in their initial years of practice or induction period, and in pursuing professional growth and development." Clearly, portfolios have assumed a significant role in teacher education.

It is the purpose of this issue to explore this portfolio phenomena, to report the expanding research on portfolio use, to examine both theory and practice of portfolio use, and to offer guidance and recommendations to teacher educators who seek to employ portfolios in their work with preservice students and inservice teachers.

Carol A. Bartell, Candace Kaye, and Joy Ann Morin have done an outstanding job of soliciting the articles that appear in this issue, editing those manuscripts for publication, and placing such contributions in context through their introductory and closing articles. All of us associated with *Teacher Education Quarterly* thank them for serving as co-guest editors of this issue.

We also thank the sixteen other authors who have contributed to this issue. Through their insightful research and writing we are offered a national perspective on the practice and possibilities of portfolio use in teacher education. I have no doubt that our readers will profit from this excellent collection of articles.

—Alan H. Jones, Editor and Publisher