

Making Portfolios Our Own

This thematic issue on portfolios continues a fruitful collaboration between the *Journal of Teaching Writing* and Miami University. Following its national conferences on central issues for teachers, Miami has published a book of essays and the *JTW* an issue of essays which represent the best thinking of the conference presenters. For example, a *JTW* issue centering on basic writing emerged from a prior collaboration. Miami's latest 1992 conference on portfolio instruction and assessment has yielded this set of articles which will interest teachers at all academic levels.

In the review essay which culminates this issue Rich Bullock contends that we as teachers need to practice what we preach: "That we as teachers do what we're asking our students to do seems the most likely way to keep portfolios in use in language arts classrooms." Bullock's contention comes from his own experience, a characteristic of most of the pieces presented here. Whether analyzing student portfolio use or advocating portfolios for teachers and programs, the writers in this issue speak from their own practice and reflection.

What is your experience with portfolios? Have you used them in ways similar to the authors in this issue? Do you have different reservations or different kinds of success with portfolios? I invite you to respond to these pieces so that we can continue the kind of rich conversation among teachers that leads to improved teaching and learning. Please send your responses to Barbara Cambridge, *JTW*, 425 University Blvd., Indianapolis, IN, 46202, or write me on e-mail, IMIO100@INDYCMS.IUPUI.EDU. Your Editorial Board is interested in beginning a Letters to the Editor column so that you have a forum to engage with the authors of articles in *JTW*. Let us hear from you about portfolios or about other issues that are central to your professional life. We look forward to hearing your responses and ideas.

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