

ProTeach Portfolio
Support Providers:
Facilitating Connections

The Role of Support Providers
and
Available Resources

Good Candidate Support is

- Knowledgeable
- Constructive
- Nonjudgmental
- Honest
- Ethical

Good Candidate Support Addresses the Following Needs:

- Intellectual
- Technical
- Logistical
- Emotional

Content Role of Support Providers

- Know and understand the *ProTeach* assessment and the process.
- Check for candidate understanding of the requirements.
- Provide information and resources.

Content Role of Support Providers

- Mentor, guide, and facilitate.
- Provide explanation of the various parts of the *ProTeach* assessment.
- Provide activities that promote analytic and reflective writing.
- Provide feedback on candidate responses, using questioning techniques as much as possible.

Content Accuracy of Support Providers

- Stay informed through the *ProTeach* Web site, PESB information, and other resources.
- Participate in *ProTeach* sponsored training, and use resources provided by *ProTeach*.
- Collaborate and share resources with other support providers.

Technical Role of Support Providers

- Provide the “how to” of the technology and mechanics of the authoring system.
- Emphasize early access and practice in using the authoring system.
- Guide candidates in locating and using online resources.

Logistical Role of Support Providers

- Remind candidates of key dates in the selected submission window.
- Urge candidates to begin using the authoring system as early in the process as possible.
- Remind candidates of the need to develop a timeline to help manage the work.

Logistical Role of Support Providers

- Urge candidates to avoid last-minute complications by becoming familiar with the system.
- Remind candidates that the Contact Center is available Monday–Thursday 8:00 A.M. – 5:00 P.M., and Friday, 8:00 A.M. – 4:00 P.M.

Supportive Role of Support Providers

- Honor and respect the professional decisions made by the candidates.
- Maintain commitments to candidates regarding time and type of support.

Supportive Role of Support Providers

- Acknowledge the challenges candidates encounter and provide encouragement.
- Guide the candidates in developing strategies to balance work and family while completing the process.

Ethical Role of Support Providers

- Know, understand, and uphold the *ProTeach* policies and guidelines.
- Share only information that is public for all candidates.
- Understand the difference between personal opinions and policies.

Ethical Role of Support Providers

- Acknowledge and respect that responsibility for developing and submitting the portfolio rests solely and completely with the candidates.
- Don't state or imply that candidates will or should be successful or will achieve a particular score.

Ethical Role of Support Providers

- Immediately report violations of confidentiality, incidents of falsified information or materials, or breaches of security.
- Understand that breaches of trust and confidentiality may destroy the validity of the assessment and may impact the reputations of candidates and support providers.

Resourceful Role of Support Providers

- Refer candidates to the *ProTeach* Contact Center for questions or concerns.

Open Monday–Thursday: 8 A.M.–5 P.M.

Friday: 8 A.M.–4 P.M. (PT)

Phone: 888–9–PROTCH (888–977–6824)

E–mail: waProTeach@ets.org

What Support Providers Should Avoid:

- Making choices for the candidates
- Creating evidence for the candidates
- Falsifying or fabricating evidence for any entry
- Copying the work of others to use on candidates' portfolios

What Support Providers Should Avoid:

- Giving, asking for, or receiving information about secure assessment materials or information
- Providing templates that show how to complete prompt responses
- Comparing one candidate's response with that of another

What Support Providers Should Avoid:

- Assigning a score to an entry
- Grading, evaluating, or correcting an entry

Why Not Score?

- Scoring occurs in a highly controlled environment, with specific training, materials, and processes.
- To score accurately, a scorer needs both the rubrics and the benchmarks.
- The benchmarks provide concrete evidence of the abstract rubric. Scoring cannot happen if the benchmarks are not present.

Why Not Score?

- Benchmarks are test-secure material and are present only during the live scoring sessions.
- Even seasoned scorers cannot score outside of the session, because the benchmarks are not present.
- If a support provider assigns a score, he/she could be held responsible if the candidate receives a lower score.

Resources

- Washington *ProTeach* Portfolio Web site
 - <http://www.waProTeach.com/index.html>
- Washington *ProTeach* Portfolio Candidate Guide
 - <http://www.waProTeach.org/rsc/pdf/WAProTeachCandidateGuide.pdf>

Resources

- Washington *ProTeach* Portfolio Technical Guide
 - <http://www.waProTeach.livetext.com/help/WAProTeachPortfolioTechnicalGuide.pdf>
- Writing Guidelines
 - <http://www.waProTeach.org/rsc/pdf/WAProTeachWritingGuidelines.pdf>

Resources

- Assessment Calendar
 - <http://www.waProTeach.org/rsc/pdf/ProTeachAssessCalendar.pdf>
- Washington *ProTeach* Portfolio Policies and Procedures
 - <http://www.waProTeach.org/rsc/pdf/WAProTeachPortfolioPolicies.pdf>

Resources

- Frequently Asked Questions
 - <http://www.waProTeach.com/faqs/index.html>
- Washington Professional Educator Standards Board
 - <http://www.pesb.wa.gov/>
- Washington Office of Superintendent of Public Instruction
 - <http://www.k12.wa.us/>