Video Recording

What are my professional responsibilities for maintaining confidentiality?

You are required to obtain consent from students and other adults who appear in the video clip(s) for your edTPA. Respecting students’ privacy and protecting yourself and your cooperating teacher are important concerns. Your program will provide you with a consent form to use.

It is vitally important that you only use the video for the purpose of completing your edTPA and that you do not share it with others publicly. Video of your teaching should NEVER be posted in public venues like YouTube, Facebook, etc., or shared with people not involved with the edTPA assessment without additional permission, as this violates the confidentiality of the children you teach and their families.

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What are the features of a quality edTPA video?

There is no requirement or expectation for you to create a professional-quality production. The use of titles, opening and closing credits, a musical soundtrack, or special effects must be left to Hollywood, as reviewers will be examining only what the video shows you and your students doing within the learning segment. However, while it is not necessary to be technically perfect, it is important that the quality of the video (i.e., clarity of picture and sound) be sufficient for scorers to understand what happened in your classroom. Read your edTPA handbook carefully to be sure your clips are the appropriate length and that they feature the teaching and learning emphasis for your subject area.

How do I prepare my edTPA video recordings for my learning segment?

- Advise your cooperating/master teacher and the principal at your school of your need to video record lessons for your learning segment. Although a camera operator is often unnecessary, discuss any arrangements that you plan to make for someone to operate the camera. If you use a camera operator, look to people who already have approval to be in classrooms (e.g., your cooperating teacher or your university supervisor). For any others, be sure that you obtain prior approval well in advance and that your invited camera operator knows and follows school procedures for visitors.

- Collect the necessary consent forms from a parent/guardian for your students (or, if eligible, from the students themselves) and from adults who might appear in the video. Respecting students’ privacy as well as protecting yourself and your cooperating teacher are professional responsibilities that should not be ignored.

- Make arrangements for the necessary video/audio equipment well in advance. If you do not have ready access to video equipment, reach out to peers, family members, your cooperating/master teacher, university supervisor, or technology staff.
Consider the location. Think about where you and your students will be located in the classroom during the activities to be shown in the video. What evidence do the rubrics call for that the camera will need to capture? Where will the camera/microphones need to be placed in order to optimize sound quality? Try to plan ahead and minimize the need for a camera operator by scouting locations in advance. In particular, think about where to place any learner who does not have permission to be filmed, so that s/he can participate in the lesson off-camera. If you do need a camera operator, meet in advance to share the lesson plan and video needs.

Practice video recording before teaching the learning segment. Practice will provide a chance to test the equipment for sound and video quality, as well as give your students an opportunity to become accustomed to the camera in the room.

Try to record the entire set of lessons in your learning segment. Recording more than what you plan to submit for edTPA will provide you with plenty of footage from which to choose the clip(s) that best meet the requirements for edTPA.

Be natural. While being recorded, try to forget the camera is there (this is good to explain to your students as well), and teach like you normally do. If possible, record other lessons prior to the learning segment so that the camera is not a novel item in the classroom — to you and your students. If using a camera operator, advise him or her not to interject into the lesson in any way.

Be sure that the video clip(s) you select and submit have quality audio. Good audio allows individuals viewing the clip(s) to hear individual voices of students as they are working on a task or with each other. It is often helpful to view your recording after each day, so you can check for audio quality and note, with time stamps, possible examples of evidence for later consideration in choosing the clip(s) you submit.

Transcribe inaudible portions. As you view and listen to the video clips, note any inaudible portions where understanding what was said would help an educator better understand and evaluate the teaching and learning. You may either provide a transcript or add captions for these portions. Be selective - you do not need to address all inaudible comments, but the majority of the video should be clearly audible and show both you and your students.

Your video clips are the primary sources of evidence used in scoring Task 2. The evidence you need to collect for edTPA Task 2 should demonstrate how you engage students while teaching. Read the handbook instructions carefully. Read each prompt AND read each rubric to fully understand all of the evidence that your video should demonstrate. When choosing your clips, consider what the students are doing. It is helpful to watch your clips to be sure that they provide evidence for all of the required elements. When responding to your prompt, consider using time stamps from the video to support your written commentary and direct a scorer’s attention to what you want him/her to see. Consult the Evidence Chart in your handbook for specific requirements for your clips.

Choose clip(s) that meet requirements for content and length. Review the video, using any notes you have made, to identify excerpts that portray the subject specific focus required in Task 2. Then go back to select the clip(s) and identify starting and stopping times for the excerpts. Any break in the continuity of events signals the start of
a new clip to scorers, so count the number of clips/excerpts carefully. Caution: you may receive condition codes if you exceed the number of clips permitted, if the total time of your clips exceeds the maximum, OR if the total number of minutes represented in your clips is less than three minutes.

- **Be sure to review the instructions for downloading the video unless you use the camera often.** As soon as the video recording is downloaded, make a backup copy of the video on a hard drive, a USB drive, or a CD/DVD.

For a video tutorial that highlights what to consider for successful recording in the classroom, go to this link: [https://www.teachingchannel.org/videos/videotaping-tips-for-teachers](https://www.teachingchannel.org/videos/videotaping-tips-for-teachers)

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**What resources do I need to consider (equipment, software, and tutorials)?**

edTPA does not specify the use of any particular equipment, software, tutorials, etc., although there are formatting requirements outlined in the Evidence Chart in the edTPA handbooks. An expensive camera is not necessary for the demands of this assessment. Many low-end cameras are capable of producing a picture and sound quality that is suitable for your video needs. However, certain situations (e.g., groupings where the students are not facing the camera microphone, table groups where many students are talking at once, lots of ambient noise) may necessitate the use of some kind of external microphone. The **only way to know for certain what is working - is to try out the equipment in advance of teaching your learning segment.**

**Video equipment and cropping your clips for edTPA:** Since the clip(s) you submit for your edTPA must consist of a continuous teaching segment, you will need to use cropping tools to extract a clip from the longer video you record. If you are new to video recording or to the camera you are using, be sure to read the instruction manual that comes with the camera. Even if the manual has been lost, most manuals are available online at the manufacturer’s website. Manufacturers may also have online tutorials to help you learn how to use the camera. YouTube has a plethora of videos that demonstrate how to set up and operate a camera. The **free video editing software that comes with most computers is perfectly adequate for preparing and saving the clip(s) in the format required in your edTPA handbook.** PCs have the program Windows Movie Maker (found in the START menu under PROGRAMS), while Macs provide you with iMovie. There are many online tutorials that will support you in learning how to use these programs.

- **Tutorials for using Windows Movie Maker to edit your video (click here)**
- **Tutorials for using iMovie to edit your video (click here)**

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Learning Environment

What do I look for when selecting clips that demonstrate respect and rapport?

Establishing respect and rapport among and with students is critical for developing a mutually supportive and safe learning environment. Respect is the positive feeling of esteem or deference toward a person and the specific actions and conduct representative of that esteem. Rapport is a close and harmonious relationship in which members of a group understand each other’s ideas, respectively collaborate and communicate, and consider one another’s feelings. Both respect and rapport are demonstrated by how you treat students and how they treat each other, and both should be evident in your video. As you go through your footage, you will want to find clips that not only feature respectful interactions between you and your students, but also among your students. In your commentary responses, cite specific scenes from the video clip(s) you select for submission that illustrate the respect and rapport you have established with your students. Time stamps will direct a scorer’s attention to what you want to be sure they notice, as well as provide evidence for your commentary statements. Time stamps can be approximate; they need not be accurate to the second.

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How do I demonstrate a positive learning environment that supports and challenges students?

One of the important characteristics that must be included in your video is evidence that you have created a learning environment that challenges students and supports them as they work to meet the challenge. You will want to choose clips that provide evidence that the learning environment you created not only supports students in learning but also challenges them to learn at a deeper level. Challenge can be demonstrated by including questions or opportunities for students to learn content or demonstrate learning beyond their current performance level. It should be apparent from your students’ and your actions in the video that the learning environment is primarily designed to promote and support student learning as opposed to managing student behavior. While it is important that students stay focused, the atmosphere should be challenging in a way that keeps students engaged and learning.

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Engaging Students

How do I select my video clip(s) to show active engagement of students?

Your video clip(s) should reveal the subject-specific student thinking, analysis, and judgment required in your learning segment. The video clip(s) should feature instruction where there is student-teacher interaction and/or student-student interaction and where students have opportunities to engage in learning tasks that help them learn what you have planned.
Both goals can be achieved through lessons in which you probe students’ thinking and/or facilitate students in probing each other’s thinking so that they can display their depth of understanding of the content you are teaching. Lessons that require students to only focus on recall of facts or to practice a set of narrow skills are not appropriate choices for an edTPA learning segment or video.

In addition, your video clip(s) should provide evidence of how you engaged students in a learning task (an assignment, a discussion, etc.) — that requires the students to do more than just participate. In other words, the students should be shown actively using some higher level thinking skills so that they are developing their conceptual understanding of the content. In order to provide context for the new learning, you will need to make specific connections in the clip(s) to their prior academic learning and personal, cultural, and community assets.

Deepening Student Learning

How do I show that I am deepening student understanding?

The video clip(s) should show how you elicit and build upon student responses during instruction related to your central focus for student learning. You should ask questions at a variety of levels of thinking and show how you probe for responses that demonstrate deep thinking and conceptual understanding.

You can cite any of the interactions in the video to highlight how you prompt, listen to, and respond to students in such a way that you are supporting them to build on their new learning. When responding to this prompt, consider using video time stamps to support evidence of your interactions and direct a scorer’s attention to what you want him/her to see.

Choose video clips with teaching strategies and/or student learning tasks that demonstrate support for learning. The teaching strategies that you choose will determine how well you can show that you are deepening student understanding. Strategies that do not allow you to engage in discussion or conversation with students may limit your ability to demonstrate that you are deepening student understanding. For example, if you deliver a mini-lecture followed by a discussion during which you check for student understanding, you should focus the video clip on the discussion rather than on the mini-lecture (which can be described in the commentary as context). How you conduct that discussion is also important. A video clip filled with students answering yes/no questions, reciting information, reading aloud without conversation, writing silently, etc. will not reveal how you deepened their understanding of the content to be learned. Rather, the video recorded discussion should represent an opportunity for students to display or further their depth of understanding.