



Video Recording Guidelines

Use the guidelines below when recording your video clip(s):

- A video clip should be continuous and unedited, with no interruption in the events.
- The clip(s) should include interactions between you and your students as well as your responses to student comments, questions, and needs.
- The clip(s) can feature either the whole class or a targeted group of students within the class.
- Both you and your students should be visible and clearly heard on the video clip(s) you submit.
- Before you record your video, permission must be obtained from the parents/guardians of your students and from adults who appear in the video. Any students whose parents/guardians have not provided permission may be positioned off camera, but should not be excluded from the instruction.
- Refer to the handbook to locate technical specifications and content requirements for your content area.

Video Recording Suggestions

Video Quality

The quality of your video must be sufficient for scorers who will be reviewing your clip(s) to be able to view and hear the classroom activities you recorded. You will not be required or expected to create a video clip that is a professional-quality production; do not use sophisticated features such as titles opening and closing credits, music accompaniment, or special effects. The video clip must be unedited.

Steps for Successful Video Recording of Your Learning Segment

- **Make sure you will have access to the necessary video/audio equipment well in advance of when you need it.** If you do not have access to video equipment, consider asking your peers, family, cooperating/master teacher, or university supervisor, or contacting technology staff or students within your program's institution knowledgeable about video.
- **Inform your cooperating/master teacher and the principal at your school of your need to video record lessons for your learning segment.** Although it is often unnecessary to use a camera operator, discuss any arrangements for having a camera operator available with your cooperating/master teacher and the principal. If you use a camera operator, consider people who already have approval to be in

classrooms (e.g., your cooperating teacher, your university supervisor, designated student helpers).

- **Collect the necessary consent forms from students and any adults who may appear in your video clip(s).** This is a professional responsibility that must not be ignored. Respecting students' privacy as well as protecting yourself and your cooperating teacher are important concerns.
- **Plan a location in the classroom where you and your students will be during the activities to be portrayed 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. If you do need a camera operator, meet in advance to share the lesson plan and video needs.
- **Practice the videorecording process in your classroom BEFORE the learning segment.** This will allow you to test the equipment for sound and video quality as well as give your students an opportunity to become accustomed to being recorded.
- **Try to record the ENTIRE set of lessons.** This will supply you with plenty of footage to choose the clip that best provides the evidence designated in the rubrics.
- **Be natural.** While recording, try to forget the camera is there (this is good to explain to your students as well) and teach as you normally do. If using a camera operator, advise the operator not to interject him/herself into the lesson in any way.
- **Make a back-up copy of your video clip.** When you have finished recording, back up your video clip on your hard drive, a USB drive, or a CD/DVD and make sure it is secure. Video recordings are never to be posted anywhere publicly or used for a purpose other than what is defined in the permission form.

Software and Equipment Considerations

edTPA does not require any particular software or cameras, although there are formatting requirements outlined in the Evidence Chart in your handbook. An expensive camera is not necessary for the demands of this assessment; several low-end cameras potentially produce a picture and sound quality that is suitable.

However, certain situations (groupings where the students are not facing the camera mic, lots of ambient noise, etc.) may necessitate the use of an external microphone. The only way to know for sure is to test the equipment.

Video Equipment Tutorials

If you are new to video recording or the camera you are using, be sure to read the instruction manual that comes with the camera. If you don't have the manual, most are available on the manufacturer's website. Manufacturers may provide online tutorials to help you learn how to use the camera as well. YouTube also has a plethora of videos that show how to set up and operate a camera.

When preparing a clip(s) for submission, be sure that each clip is continuous without any edits. Use a program such as Windows Movie Maker for PCs or Apple's iMovie for Macs to prepare and save the clip(s) in the format specified in your edTPA handbook.

There are many online tutorials that will support you in learning how to use these programs:

- **Tutorials for using Windows Movie Maker**

<http://windows.microsoft.com/en-US/windows-vista/Getting-started-with-Windows-Movie-Maker>

- **Tutorials for using iMovie**

http://desktopvideo.about.com/od/imovievideotutorials/iMovie_Video_Tutorials_Learn_How_to_Use_iMovie_From_Video_Tutorials.htm