

**Excerpt from following resource: Making Good Choices [PDF Document]
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Videorecording

What are my professional responsibilities for maintaining confidentiality?

You are required to collect consent forms from students and other adults who appear in the video clip(s) for your edTPA. This is a professional responsibility that should not be ignored. 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 also 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, as this violates the confidentiality of the children you teach and their families.

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 videorecordings 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 it is often unnecessary, discuss with them any arrangements for a camera operator. 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).
- Collect the necessary consent forms from a parent/guardian of 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.

- Location. Location. 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 videorecording BEFORE teaching the learning segment. This 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. This will provide you with plenty of footage from which to choose the clip(s) that best provide the evidence called for in the commentaries and rubrics.
- Be natural. While recording, 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. 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 so that those viewing the clip(s) can hear individual voices of students as they are working on a task or with each other. It is often helpful to watch the video 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.

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, lots of ambient noise) may necessitate the use of some kind of external microphone. The only way to know for sure is to test the equipment while teaching.

Video equipment and editing tutorials.

Since the clip(s) you submit for your edTPA must consist of a continuous scene without any edits, you will need to use editing tools to extract a clip from the longer video you record. If you are new to videorecording 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.

As soon as the videorecording is finished, make a backup copy of the video on a hard drive, a USB drive, or a CD/DVD.

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 \(click here\)](#)

Which video formats are acceptable?

Saving your video in an acceptable format is necessary for a successful upload when you submit your edTPA. There are a number of formats that are acceptable: .flv, .asf, .qt, .mov, .mpg, .mpeg, .avi, .wmv, .mp4, and .m4v. Each of these formats will upload successfully to the edTPA submission platform and scoring system if your video has been properly saved. If a video clip is not in the correct format, you will receive an error message and be asked to resubmit the video clip properly. When you are preparing a video clip for your edTPA, follow the directions provided with the editing software you are using to save it in the proper format. Your editing software may give you a few choices or perhaps just one. For example, Windows Movie Maker saves in only one format (.wmv), but it is a format that is widely used and is acceptable for an edTPA submission. Other software programs may save in a different format, and that format is usually explained in the help files that accompany any software. If you want to be sure your video clip is saved correctly, simply right click to look at the file properties (or use the "Get info" command on a Mac) and check to see if one of the file suffixes listed above is present at the end of the filename.