

## EdTPA Video Tips

For your edTPA folio, you will need to provide video clips as evidence of your ability to teach effectively. The following information should help you in deciding what content to include in your videos and how to prepare for filming:

There is no requirement or expectation for you to create a professional-quality production. Reviewers will be examining only what the video shows you and your students doing within the learning segment.

### Prior to Filming

#### Obtain required edTPA permission forms from all students

- Parents must sign and return before you tape
- Be thinking ahead to where you will place students in the room who do not have a signed permission form returned

#### Choose a lesson to film

- Identify challenging learning tasks in which students will be actively engaged
- Evidence of meeting the task must be in the clips, so consider the lesson in relation to what needs to be shown as evidence for the edTPA task
- It is important that the quality of the video (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 feature the teaching and learning emphasis for your subject area.

#### Check out a video camera from the ITC- Withers 307

- Make sure you tell the ITC staff that the camera is for edTPA
- Camera will have
  - SD Card
  - HDMI cable (to connect to TV or computer if you want to playback your lesson on a larger screen)
  - USB cable (to connect to computer to transfer video)
  - Power cable
  - Battery
- Camera will be in a blue College of Education bag
- Camera will be set to record as an mp4 file and to record at 4 Mbps, DO NOT CHANGE THE VIDEOCAMERA SETTINGS

#### Check out a microphone and tripod from the ITC

- The ITC has a limited number of tripods (You have the option of table-top or regular size tripod if available)
- The ITC has a limited number of microphones that you can check out for use while filming your edTPA lesson



## **Prior to Filming**

Watch this video and discuss the tips below with your mentor teacher to determine the best placement of yourself, students, and the video camera in the classroom.

<https://www.teachingchannel.org/videos/videotaping-tips-for-teachers>

### **Think about the classroom and decide where to place the video camera**

- Choose a location away from noises like the doorway or hallway
- Choose a location that will show YOU the most
- If you will have students in collaborative groups, make sure the camera can see all groups
- Place students who do not have returned permission forms at the back or the group or on the edges of the room where they will not be seen by the camera
- Try to have students facing the camera when they are talking as the camera will pick up their voices more clearly
- Place the camera as close to yourself and students as possible to pick up better audio quality
- The video camera has a battery but consider placing it near a power outlet in case something happens and the battery dies before you start filming
- Consider what evidence you need to show in the video clip and make sure the camera will be able to pick that up
- Consider the light in the classroom. Try not to point the camera towards a window where the light coming in will cause the subjects in front to be too dark to see properly

### **Talk to the camera operator ahead of time**

- The recommendation is that your mentor teacher is the camera operator
- Talk with the camera operator in advance to make sure he/she knows how you would like the camera placed to highlight various aspects of your lesson
- Share the lesson plan with the camera operator so they have it as reference while taping

### **Practice video recording BEFORE teaching the learning segment**

- This will provide a chance to test the equipment for sound and video quality
- This will give your students an opportunity to become accustomed to seeing the camera in the room
- This will give you the chance to practice the learning segment and the camera operator the chance to practice taping
- Have the camera operator practice zooming and panning the camera

## While Filming

### Camera operator

- Don't forget to press the RECORD button
- Every few minutes, check to make sure the video camera is recording
- Remember that the focus is on the teacher candidate, not the students
- Remember to pan around the room as needed but be sure to pan slowly
- Remember to zoom in to focus on the teacher as needed, but be sure that you do not zoom in and out too quickly
- Remember not to speak or interfere with the lesson as the teacher candidate is teaching

### Teacher Candidate

- Act naturally
- Remember to rotate around the room as you normally do
- As you are teaching, focus on the students, not on the camera

## After Filming

### Reviewing the learning segment

- Be sure that the video clips have quality audio so that those viewing the clips can hear individual voices of students as they are working on a task or with each other (you may be able to raise the sound in the video editing software to help with this)
- If students cannot be heard easily, or your audio is not heard in giving feedback to students – you may include a transcript at the end of the Instructional Commentary (no more than 2 pages)
- Use timestamps to note where you might want to use segments of video

### Back up your video recording

- Make sure your video has been transferred from the camera to AT LEAST 2 other places. Suggestions would be to save on:
  - Computer and External Hard Drive
  - Computer and Live Text
  - Computer and Blackboard
  - Computer and Dropbox
  - Computer and somewhere in the cloud
  - Multiple computers

## Other Tips

- Try to record the ENTIRE lesson in your learning segment. This will provide you with plenty of footage from which to choose the clip 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.

- **Based on the task**, clips should:
  - Provide examples of how you interact positively with students
  - Show learning supports you use to develop student competency (demos, critical elements, visual supports, etc.)
  - Show both your instruction and students implementing your instruction
  - Show your active monitoring of student learning (supervision and feedback)
  - Show how you manage at least one transition to, within, or from a learning task
  - Show evidence of using rules, routines, and transitions
  - Show motivated and engaged students
  - Show learning tasks in video that include structures or scaffolding which promotes learning in all 3 domains
  - Show differentiation of learning
  - Show providing specific, corrective feedback – both individually and whole group; particularly 3 target students and IEP/504 students within context of class
  - Show that when giving feedback, you are staying with that student long enough for him/her to implement what you have taught them in your feedback
  - Show that you are questioning students to prompt further thinking
  - Show interaction with students that shows a good rapport with students
  - Show links to prior knowledge
  - Show how you encourage peers to work together or provide peer assessments

## Video Formats

Saving your video in an acceptable format is necessary for a successful upload when you submit your portfolio. There are a number of formats that are acceptable - .flv, .asf, .qt, .mov, .mpg, .mpeg, .avi, .wmv, .mp4, and .m4v. We recommend that you use .mp4 as that is currently a very universal file for Mac and PC viewing.

The video cameras you check out from the ITC are already set to the correct size and format for you.