

COLLEGE OF EDUCATION

WILLIAM PATERSON UNIVERSITY

edTPA Video Requirements

New Jersey teacher candidates must submit in her/his edTPA portfolio video demonstrating his/her exemplary performance. The candidate must be an active participant, leader or facilitator on the video. Please review the following procedures and guidelines for effective video recording to assure the quality of your video submittal.

The most important and required step in the production of a video recording, is to consider the privacy concerns of others in the video. Please see Video recording Responsibilities for New Jersey Teacher Candidates for more detailed information.

Before video recording, the teacher candidate must get permission to video from the person(s) being video recorded. For example, if the teacher candidate is recording a classroom, he/she should follow the school board policy. If the board does not have a policy, the teacher candidate should get permission from the appropriate administrator of the building, district or school board. If the teacher candidate is recording a public event, she/he should get permission from that entity. If the teacher candidate is recording at an institution of higher education, he/she must get permission from the institution.

PRIVACY AND CONFIDENTIALITY CONCERNS FOR VIDEOS

Permissions Required

In the production of the video recording, the teacher candidate must consider the privacy concerns of others in the video. Before video recording, the teacher candidate must get permission to video from the person(s) being video recorded. For example, if the teacher candidate is recording a classroom, he/she should follow the school board policy. If the board does not have a policy, the teacher candidate should get permission from the appropriate administrator of the building, district or school board. If the teacher candidate is recording a public event, she/he should get permission from that entity. If the teacher candidate is recording at an institution of higher education, he/she must get permission from the institution.

No student should be removed from the learning experience. Have those students not giving permission to video record sit out of camera range.

VIDEO RECORDING STRATEGIES

(Adapted from “Learn North Carolina – New Teacher Support)

The following guidelines will optimize the quality of your video. It is recommended that you practice video recording several times prior to recording an activity for your portfolio. Be patient and ask for help with your video recording. Realize it is the quality of the activity presented, not the quality of the video that is most important. However, a quality video will allow assessors to more easily see how you perform student service tasks.

Students

- Obtain permission to video record from students using the permission form provided by William Paterson University. Keep all signed permissions on file.
- Have those students not giving permission to video record sit out of camera range.
- Explain to the students in the video what you will be doing days in advance. Practice having the camera recording during many lessons.
- Focus the camera in on group work, group participation (faces), demonstrations, materials, activities, discussions, etc.
- Make sure students are audible.
- Select a typical activity you engage in and for which you can demonstrate your ability. Let students know in advance some of your lesson will be video recorded. Explain that the recording is a way for you to review your performance, not theirs, and improve your skills.
- Try to make your video convey the climate of the environment, participant engagement, verbal and nonverbal interactions and your role in facilitating the activities.
- While you are being video recorded try to focus on your role, not on your camera. Video equipment is not intrusive; no extra lighting is required.
- Though you may feel uncomfortable and awkward at the beginning of recordings, these feelings usually wear off quickly. Keep in mind that no one will see the recording except you and the assessment team unless you choose to invite others to view it with you. Remember, too, you can erase the recording whenever you wish.

Mechanics

- All video recording within a classroom for edTPA must be captured through the Interact Solutions app provided to you free of charge from William Paterson University.
- Make sure that your smart phone’s settings are such that images, including video, are not automatically pushed to the cloud.

- Operate your camera on AC power whenever possible. If you choose to use battery power, be sure to have a charged battery in reserve.
- Set the focus and white balance on the camera and record a few seconds to double check quality before you start recording. Use the automatic setting for white balance unless you have experience with setting the white balance manually.
- Turn off mechanical equipment in the room that creates extraneous noise.
- Consider the composition of the picture. Clutter can be a real problem in classrooms; remove items that may detract from the message/image you may want to project. Also consider the background you will be against. Avoid dark backgrounds.
- Consider your clothing. Dark colors, very bright colors, and plaids do not video record as well as medium colors and plain designs. Avoid busy prints.
- Do not video record facing bright sunlight. If possible, place camera near windows with the light behind the camera. Pull the shades and make sure the room is well lit.
- Press the record button 5 seconds before the actual time you wish to start recording, and leave the camera running 5 seconds after you are finished.
- Avoid unnecessary panning and zooming; this may cause images to appear fuzzy. However, do zoom on a chalkboard to ensure your writing is captured or on faces as they speak. Otherwise, keep the lens at the widest possible setting.
- If possible, use a tripod for most camera work and place the camera as high as possible at the side of the room. This will help you achieve smooth, steady images.
- Most camera microphones produce acceptable, but not great, audio. Since sound is critical to your video, consider an external microphone. Position the microphone close to the speakers. Eliminate extraneous sound.
- Either use a tripod or ask your cooperating teacher to video record your class/activity if possible. He/she may need some time to familiarize himself/herself with the camera equipment. Warn the camera operator that his/her voice will be heard distinctly on the recording. If you will not have someone to record, place the camera on the tripod in an area of the room where there is a view of the entire activity.
- Ask the camera operator to record the lesson to include students and materials as well as you. The camera person will know not to disrupt the lesson in any way. Feel free to remind the camera operator to break away from focusing on you in order to show the participants' reactions to you and to each other or the responses of the participants to the activity.

Composing

- Review your recording to check its quality. If your video does not have good sound and visual quality, you may wish to video record another session.
- View the video recording as soon as possible. Plan to view the recording on the day it is made or the next day so that your memory is fresh and you can readily recall what you were thinking or feeling during the episode. Run the video through once or twice just to get used to seeing yourself on video. During these first viewings, be prepared for viewing and hearing yourself. You will notice mannerisms of which you might not be aware; how little or frequently you move around the classroom, your appearance (my shirt was untucked or wrinkled) and how you sound to others. Plan to spend twice as long analyzing the video as it took to record it. Once you've adjusted to seeing yourself on video, set aside sufficient time to analyze it, about two hours to review a one-hour session. As you start to analyze the video, remember to focus on your strengths as well as aspects needing improvement.

Submitting the Video and Student Work to edTPA

When the video and student work is submitted to edTPA through the secure submission portal, for the purpose of evaluating the teacher candidate's portfolio for a teacher license, edTPA and William Paterson University believes it is consistent with state and federal law to release to the department without consent. After the licensing decision has been made and the time for appeal has lapsed, the video will be destroyed, stored or returned, consistent with edTPA policy.

Sharing or Using the Video for Other Than edTPA

No portion of video recordings created as part of your edTPA submission can be used for any other personal or professional purpose. In particular, video containing images of students must not be posted online, sent to friends, family and/or colleagues or included in your portfolio.

Any teacher candidate suspected of misusing video clips will be reported to the appropriate department and will be held accountable for any ethics violations under the Code of Ethics of the Education Profession and FERPA laws and are subject to investigation. (Remember: Once a video or photo is shared electronically you have effectively lost control of it.)