**Subject-Specific Video Recording Guidelines for edTPA**

**Please check for subject-specific considerations**

A video clip should be continuous and unedited, with no interruption in the events.

The clip(s) should include interactions between a candidate and their students and their 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 a candidate and his/her students should be visible and clearly heard on the video recording submitted.

Before video recording, the candidate should obtain the appropriate permission from his/ her students’ parents/guardians and from adults that appear on the video.

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| **Subject** | **No. of Clips** | **Clip 1** | **Clip 2** |
| **Duration** |
| Secondary English & Language Arts | 2 clips | The first clip should demonstrate how a candidate engage students in comprehending and constructing meaning from a complex feature of a text, e.g., historical context, figurative language, dense informational text, visual imagery in a film. | The second clip should show interactions between a candidate and at least three students during a discussion of the text to support and/or monitor their abilities to interpret the text. |
| No more than 10 minutes each in length |
| History/Social Studies | 2 clips | The first clip should illustrate what a candidate did to help students critically evaluate accounts or interpretations of historical events or social studies phenomenon and build and defend arguments. Sources include such things as primary source documents, artifacts, interviews, survey analysis, the textbook, a map, a documentary film, or a political cartoon. | The second clip should focus on what a candidate did to support students as they formed interpretations or analyses and used evidence to build and defend arguments about historical events or social studies phenomenon. This should not be a discussion of students’ personal opinions, but rather of arguments that students have constructed using evidence from primary and secondary sources or other relevant materials. |
| No more than 10 minutes each in length |
| Science | 2 clips | The first clip should illustrate how a candidate facilitated their students’ using science concepts and analyzing the data during a scientific inquiry. This segment will engage students in examining the data looking for patterns, identifying outliers, and/or exploring contradictory findings. | The second clip should illustrate how a candidate actively engaged students in using scientific data and concepts to construct and evaluate an evidence-based argument of a phenomenon during a scientific inquiry. |
| No more than 10 minutes each in length |
| Secondary Math | 1-2 clips | The interactions in the clip(s) should demonstrate how a candidate engages student in developing their understanding of mathematical concepts. (The clip(s) a candidate selects may feature conceptual understanding as the primary focus for student engagement or may integrate conceptual understanding with the development of students’ understanding of a computation or procedure.) | |
| No more than 15 minutes in total combined length |
| World Languages | 1-2 clips | The clips should demonstrate how a candidate interacts with students in a positive learning environment to develop communicative proficiency in the target language in meaningful cultural context(s) with a focus on three modes of communication:  interpretive,  interpersonal, and  presentational | |
| No more than 15 minutes in combined length |