

## Completing edTPA in a Virtual Learning Environment (VLE) Webinar

### Questions and Answers

February 8, 2021

Note: several commonly posed questions were combined

Questions	Answers
<b>Changes during learning segment</b>	
<p>What happens if the setting and/or class size changes during the time the candidate is completing Task 1, 2 or 3? Should the candidate go back and make changes to their Task 1 materials including the Context for Learning?</p>	<p>If the learning environment changes once candidates have planned their learning segment (e.g., from face-to-face to virtual), they may change their plans and offer reflection of the changes in the beginning of the Instruction Task 2 and/or Assessment Task 3 commentaries. They do not need to go back and make changes to Task 1 materials.</p> <p>*Note: Tasks 2 and 3 artifacts and commentaries must align with the learning segment central focus identified in Task 1's artifacts and Planning Commentary.</p>
<b>Class size</b>	
<p>How small can the class size be?</p>	<p>For most content areas it is 4 students. Please see "What Do I Need to Do?" section in Task 1 of the content-specific handbook.</p>
<p>What if your student teacher is in a setting where the entire grade level is on one zoom meeting, potentially 90 students (but typically 30) - does the student teacher need to analyze all grade level data or just the students assigned to her teacher (on her teacher's role)? The grade level meets for one hour a day, four days a week.</p>	<p>The candidate can define their class in their context for learning. They could select a smaller group within the class and define this smaller group (no less than 4 students) as their class. In the scenario described in this question, the class for the edTPA will be those students who are assigned to the candidate.</p>

What if a class only meets once a week and it's a somewhat different set of students in a subsequent class?

The teacher candidate may plan a learning segment that includes both synchronous and asynchronous learning tasks, planned supports, and/or assessments. All lessons, whether synchronous or asynchronous, must have the same central focus and a progression of student learning objectives that build on one another to support student learning. Candidates need to consider whether the planned instruction, support, and assessments meet the expectations for the rubrics in Task 1.

Note: Candidates might consider planning at least two (2) synchronous lessons in the learning segment to provide options for Task 2 video evidence, which must come from lessons with synchronous instruction and meet expectations for the rubrics in Task 2. So, in this case, the learning segment may span over two weeks.

The candidate should briefly explain any change in class size/composition at the beginning of the Task 2 and/or Task 3 commentary.

**Video Permissions**

I have a question regarding permission slips for videoing in a VLE. Can they be electronically signed; does it need to be the actual Pearson form?

Pearson provides a sample permission form that can certainly be tweaked/modified for your program needs. Many programs and P-12 partners have moved to electronic forms. We advise you to work with your district partner to approve all forms and new formats used.

Upon submission, teacher candidates must attest that they have the permissions in place for anyone appearing in their video and can produce them if necessary. As they have access to the completed forms or record of the completion, it would be acceptable for edTPA.

<p>If students do not complete a recording permission slip, can student participation in a chat document still be used or do their responses need to be blacked out?</p>	<p>We encourage you to discuss this question with your P-12 district/school partner. Upon submission, teacher candidates must attest that they have the permissions in place for anyone <b>appearing in their video</b> and can produce them if necessary.</p> <p>If the chat does not reveal the student's name, it would not compromise student identity. Teacher Candidates can blur, cover or redact the student names in a chat log.</p>
<p>My district does not allow the video recording of students (regardless of permission slips.) My student teacher plans on pointing the camera towards himself while he is teaching and never showing the students. Are permission slips still required in this situation?</p>	<p>Information about the confidentiality and security of submitted videos can be found on edTPA.com in the <a href="#">Confidentiality and Security of edTPA Candidate Materials and Assessment Data</a> .</p> <p>The edTPA handbook does require that students be seen and heard. The student faces do not have to be seen, it can be their backs, tops of heads, etc. Student faces can also be blurred or covered in the video if captured.</p>
<p>Can they just get permission slips from one of the classes?</p>	<p>All edTPA evidence from only one class. That class is the only one from which they will need to obtain permission.</p>
<p>Face to Face and Hybrid Environment</p>	
<p>For those who do not choose to record a VLE but instead recording in the f2f there is a challenge with students with special needs to removing their mask or moving too close, is there flexibility in submitting a video that shows less compliance with health measures in some moments in the video?</p>	<p>Candidates are not penalized if they or their students wear masks/remove them or respect the social distancing requirements/fail to socially distance.</p> <p>If there are occasional audio portions of a clip that cannot be understood that are relevant to the commentary responses, candidates should do one of the following: 1) provide a transcript with time stamps of the inaudible portion and refer to the transcript in the response; 2) embed quotes with time-stamp references in the commentary response; or 3) insert captions in the video (captions for this</p>

	<p>purpose will be considered permissible editing).</p>
<p>The students I am working with have part of their class face to face and the other is online at the same time. What happens when one of their three students is online and not in class? How do they video tape the evidence of interaction, engagement and connection to the students?</p>	<p>Candidate should explain the characteristics of the learning environment in their context for learning and commentary response(s).</p> <p>For most handbooks the focus learners are not required to be part of the Task 2 video clips.</p> <p>If the candidate were to record their Task 2 video(s) with the f2f group and wants to include video evidence of the VLE focus student for Task 3, Part A (student work sample) or Part B (evidence of feedback) they may do so. They should explain the reason for the difference in learning environments in the commentary response(s).</p>
<p>If candidates would traditionally work with a full class, but are now teaching on an A/B day schedule, what class setting do they select for their edTPA? Can they work with either class A and/or class B or do they need to specifically select one of the A/B classes?</p>	<p>When working with a split class (A/B days; AM/PM groups) the candidate will only need to select one group for their edTPA – ensuring that the minimum number of students can be seen and heard in at least one of the Task 2 video clips.</p>
<p>Which learning environment would be the best place to video in a hybrid situation, with the f2f group or the VLE group?</p>	<p>Candidates can decide which environment to record. They should take into consideration the minimum class size requirement and their ability to have their students both seen and heard on the video when making the decision.</p>

<p>What is the best way to record in a hybrid teaching environment?</p>	<p>Candidates have used the platform recorder or a screen recorder to capture the VLE and an external device (e.g., phone or mobile device) to record the f2f environment. They can select from either their f2f videos or their VLE videos or use one from the VLE and one f2f for their Task 2 videos. If they are from different environments the candidate should just explain why there are two learning environments.</p>
<p>Task 2</p>	
<p>On the edTPA website, do you have information about how to block out faces in videos? Is there a list of recommended tech tools to use to blur or but emojis over student faces?</p>	<p>No, Pearson is unable to recommend 3<sup>rd</sup> party software or tools to blur/cover student faces. There are many free software programs and tutorials available online.</p>
<p>Will edTPA accept video without students' camera on, but the audio is clear.</p>	<p>Yes, the student's cameras do not have to be turned on. They can be represented by emoji, avatar, picture, initials, etc. They will also be considered "seen and heard" as long as they are heard engaging through the audio or through the chat or other simultaneous interaction.</p> <p>Please note that the actual evidence of this interaction (e.g., chat file) must be included and added to the end of their Task 2 Commentary.</p>
<p>Do edTPA videos need to be recorded using Zoom? Can the candidate use the video recording technology that the district has, and the cooperating teacher's photo shows in the video?</p>	<p>Teacher candidates may use whichever video recording platform they choose.</p> <p>It is not a problem if their cooperating teacher's photo appears in the video as long as the teacher candidate is leading the instruction. The video clip should not include the Cooperating Teacher teaching. While the candidate may not be able to prevent or avoid the Cooperating Teacher contributing, but the primary instruction should be delivered by the candidate.</p>

<p>If recording using an outside device (e.g., over the shoulder), how clear do the student faces need to be on the computer screen to “count” as the 4 required?</p>	<p>They do not have to be clear. Student faces are sometimes blurred if video permissions are not in place.</p>
<p>If a district says you can’t directly record from the software like Zoom, they can download FREE screen capture software like Open Broadcaster Software (OBS).</p>	<p>Yes. Candidates can record in the platform itself, use a screen recorder (like Screencastify), or use an external device (phone or another video recording device).</p>
<p>Can they use more than one camera to capture the face to face and the Zoom students?</p>	<p>Yes, several candidates have submitted a split screen video that shows 2 simultaneous views at the same time. This is tricky, because the audio must be simultaneous, and the scorer must be able to confirm that these two streams were occurring simultaneously, are continuous, and have not been edited in any way.</p>
<p>I thought students faces had to be visible?</p>	<p>Flexibility has been added to this requirement during the COVID-19 pandemic. Please see the <a href="#">Guidance for Completing edTPA in a VLE</a> on edTPA.com.</p>
<p>If the district allows recording Zoom sessions, can the candidate submit a gallery image if the class and their face is visible while talking to/with the class?</p>	<p>Yes, gallery view is encouraged. Please see the <a href="#">Guidance for Completing edTPA in a VLE</a> on edTPA.com.</p>
<p>A panelist said that student 'avatars' can be used. So, if a recording shows four student avatars, but no actual student faces, this is acceptable?</p>	<p>Yes, please see the <a href="#">Guidance for Completing edTPA in a VLE</a> on edTPA.com.</p>
<p>Some students have recorded with Google Meets recording (like Zoom) but recorded the speaker view, so it only showed the person speaking at the time. The candidate can be seen speaking at some points and multiple students are shown speaking as well (kind of a back-and-forth conversation but only the person speaking can be seen on the recording at one time). Is this acceptable or does it have to be on gallery</p>	<p>This is acceptable. The minimum number of students must be “seen/heard” at some point in the video. It does not have to be at the same time.</p>

<p>view where you see all of the students at the same time?</p>	
<p>One of my candidates starts with multiple students on tape, then goes into a breakout room with three on the video. I know four students is the minimum, but does that also pertain to small group break out rooms? Or will this situation work?</p>	<p>In at least one of the Task 2 video clips must the minimum number of students must be seen and heard.</p> <p>The candidate should explain the transition into the breakout rooms so that the scorer doesn't assume that the video was edited.</p>
<p>Is it the minimum number of students that needs to be seen or the number of students listed as the class in the context for learning?</p>	<p>The scorer will be looking for consistency in class size between the context for learning and all three tasks. If the number of students seen/heard in the video differs from the student number described in the Context for Learning, the candidate should provide a brief explanation of the difference in Task 2 commentary.</p> <p>If the minimum group size for most handbooks is 4. You'll find this under "What do I need to do?" in Task 1 in your content-specific handbook. While the class may be larger than that, this is the minimum number of students allowable.</p>
<p>It is my understanding that as long as you have the gallery view just for a few seconds at some point during the segment is ok. Most of the time, students have their screen showing so students can see the contributions such as thinking on a Jamboard or Peardeck. Is that ok?</p>	<p>This is acceptable. The minimum number of students must be "seen/heard" at some point in at least on video clip. It does not have to be through the whole video recording.</p>

<p>If it's a very small class (music) and there's usually only 8 and in a given day, only 3 show up. What do they do? Also, what if it's more than the required 4, but not the exact same 4 each class. Some music classes only meet once/week so that can happen.</p>	<p>The minimum number of students must be "seen and heard" in at least one of the Task 2 video clips. It is okay if the 2 clips show different students. The candidate should briefly explain the reason behind this in the beginning of the commentary.</p>
<p>Are Student teachers able to piece together a video or must it be continuous stream? If they are required to do a continuous stream how do they capture all the needed requirements in the video?</p>	<p>It must be a continuous stream. There can be no editing of the clips.</p> <p>Candidates should record every lesson in their learning segment and then identify a clip within the time requirements (per their handbook) in which they can show evidence of positive learning environment, engagement, deepening understanding and content-specific pedagogy.</p>
<p>Can student first names show up in their zoom name? Or do the names also need to be blurred out?</p>	<p>First names are acceptable. If last names are also seen the candidate can blur or cover the last name.</p>
<p>How is the chat added at the end of Task 2? Is that a transcript that is just copied and pasted in the electronic template?</p>	<p>This is one option, or candidates can take a screen shot and add to the end of the commentary.</p>
<p>For situations where student voices are difficult to hear, do candidates need to submit a full separate transcript or can they simply give the relevant dialogue that occurred within the commentary?</p>	<p>In the Task 2 "What do I need to do?" section in the handbook the following guidance is provided:</p> <p>If there are occasional audio portions of a clip that cannot be understood that are relevant to the commentary responses, candidates should do one of the following: 1) provide a transcript with time stamps of the inaudible portion and refer to the transcript in the response; 2) embed quotes with time-stamp references in the commentary response; or 3) insert captions in the video (captions for this purpose will be considered permissible editing).</p>

<p>There only needs to be 4 students in one of the videos, correct? The other clip could be 1:1 conferring with students? And what if the teacher cannot force the students to turn their cameras on because the district does not require it or allow teachers to require cameras on? Is it fine if the students are just heard?</p>	<p>It could be, but please see the handbook specifications for your content areas as some handbooks do provide explicit instruction for what must be seen in each clip.</p> <p>Scorers must be able to confirm the minimum number of students are participating in the lesson, this can be visually, through the audio or other simultaneous communication like chat, working on a shared document, etc.</p>
<p>Does the chat have a page limit for the commentary?</p>	<p>There is no page limit for additional evidence. Please see the <a href="#">Guidance for Completing edTPA in a VLE</a> on edTPA.com.</p>
<p>Does the minimum number of students need to be seen in one video clip or can they be seen over two separate clips (e.g., 2 students in clip one and 2 different students in clip 2)?</p>	<p>The minimum number of students in at least one of the video clips. All four (for most handbooks) must be seen in one of the clips.</p>
<p>Does evidence of live chat count as evidence of students being “seen or heard”?</p>	<p>Yes, If student voices cannot be heard, the candidate must submit additional evidence showing student engagement in the lessons (e.g., chat file, IM)</p>
<p><b>Task 3</b></p>	
<p>Must all 3 of the identified focus students in Task 1 be shown in video at some point? Or can their work product be included as a jpg.?</p>	<p>Focus students (outside of Special Education) are not identified until Task 3. They do not necessarily have to be included in the Task 2 video evidence. Please see the evidence chart for Task 3 in the back of the handbook for acceptable file formats for work samples.</p>

<p>What if your focus students do not turn in the assessment?</p>	<p>The teacher candidate would identify a new focus student. They must have the student work samples of their focus students.</p>
<p>General Questions</p>	
<p>My concern this semester involves two student teachers with great language barriers, which I noticed in the writing as well as the verbal. Is there leeway if these candidates are not from the USA?</p>	<p>Please see the <a href="#">edTPA Guidelines for Acceptable Candidate Support</a>, which includes “candidates who routinely receive support from a writing center or writing tutor may also receive support while drafting edTPA submission materials, but support must not include direct edits or advice related to the content of the submission.”</p>
<p>What about candidates placed in EC Preschool Classrooms or Kindergarten? Do you have tips for them?</p>	<p>Please see the content-specific considerations in the <a href="#">Guidance for Completing edTPA in a VLE</a> on edTPA.com.</p>
<p>Once you’ve shared the slides, can we share it with teacher candidates as long as it’s on Blackboard, which is password protected?</p>	<p>Yes, the slide deck may be shared with teacher candidates in a secure (i.e., password protected) manner.</p>
<p>Is it okay for a student teacher to refer to himself in the video by his name (e.g., Mr. Smith will show you how to ...”</p>	<p>Yes, that is acceptable.</p>
<p>Could you talk about some of the responsibilities of the cooperating teacher in regard to submission of edTPA?</p>	<p>Please see the <a href="#">edTPA Guidelines for Acceptable Candidate Support</a>, some of which pertain to cooperating and/or mentor teachers. We do run offer webinar series specifically for cooperating/mentor teachers in which we discuss supporting the candidate. Information and registration links can be found at under the <a href="#">“Faculty”</a> tab on edTPA.com.</p>
<p>If a candidate’s district uses a learning system program such as acellus or other programs how can they capture the evidence? They need to make sure to state the program in their resources is this correct?</p>	<p>Yes, the Context for Learning asks candidates to “Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests</p>

	and to “Identify any textbook or instructional program you primarily use.”
Is there a minimum # of lessons / learning segments required for Task 1?	Yes, please see the handbook for guidance. The learning segment should be 3-5 lesson plans.
What if there is no synchronous instruction?	edTPA Task 2 requires evidence of synchronous instruction, so they will not be able to collect and submit the required evidence. Candidates are advised to not submit a portfolio and to contact their program or building level administrator for guidance on meeting state licensure requirements.
Where do we find the descriptions of the Tasks?	<p>Please visit <a href="http://edTPA.AACTE.org">edTPA.AACTE.org</a>, which has a lot of information to get you started. You can <a href="#">join</a> the edTPA membership by affiliating with your educator preparation program or P-12 district to gain full access to all materials.</p> <p>Another good place to visit is the Getting Started under the <a href="#">Candidates Tab</a> on edTPA.com. The Making Good Choices document is a good overview.</p>
Is it appropriate to include technology limitations in the CFL? For example, we have candidates on older Chrome books that can barely run Zoom and others with multiple computers and monitors running GoGuardian, Zoom, Padlets and Kahoots, etc. I think they can both pass, but it feels a little unfair.	Yes, in the Context for Learning, candidates are asked to “list other resources (e.g., electronic whiteboard, manipulatives, online resources) you use for instruction in this class.”
My district is providing support for unaffiliated candidates. How can we go about affiliating with AACTE?	edTPA.AACTE.org, click on <a href="#">Join!</a> Email us if you have questions
When were the recordings of the unpacking of the VLE guidance sent out to edTPA Coordinators?	They are available in the shared folder each edTPA Coordinator has access to for their monthly edTPA Coordinator meeting. There is a folder titled “VLE Guidance”. These were shared in early January.