



edTPA Video Guidelines

Program	edTPA Handbook	# of Video Clips	Length of Video Clips	Video Content
Agriculture	Agricultural Education	2 clips	No more than 10 minutes per clip	<p>Clip 1: The first clip should illustrate how the candidate facilitated the students' attention to agricultural-related concepts, skills, and problem-solving strategies.</p> <p>Clip 2: The second clip should illustrate how the teacher candidate used representations or realia to deepen student understanding of agricultural concepts and procedures.</p>
Art	Visual Arts	1-2 clips	No more than 20 minute total	<p>Clips should demonstrate how the teacher candidate interacts with students in a positive learning environment to develop their abilities to create and/or respond to visual art concepts incorporating...</p> <ul style="list-style-type: none">• form and structure• production• art context and/or• personal perspective



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Bilingual Education	Elementary Education	1-2 clips	No more than 15 minutes total	Clip(s) should demonstrate how the teacher candidate interacts with students in a positive literacy environment to develop an essential literacy strategy and requisite skills and to support students to independently apply the essential literacy strategy to comprehend or compose text.
Biology	Secondary Science	2 clips	No more than 10 minutes each	<p>Clip 1: The first clip should illustrate how the teacher candidate actively engaged students in using science concepts and data to construct and evaluate an evidence-based explanation of a real-world phenomenon during a scientific inquiry.</p> <p>Clip 2: The second clip should illustrate how the teacher candidate facilitated the students' organization and analysis of data during a scientific inquiry.</p>



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Business Ed	Business Education	2 clips	No more than 10 minutes each	<p>Clip 1: The first clip should illustrate how the teacher candidate introduced and engaged students in developing understandings of business-relevant concepts, relevant technical skills, or problem-solving strategies.</p> <p>Clip 2: The second clip should illustrate how the teacher candidate actively engaged students in business-relevant concepts, technical skills, and/or problem solving as they develop or carry out their product or project.</p>
Chemistry	Secondary Science	2 clips	No more than 10 minutes each	<p>Clip 1: The first clip should illustrate how the teacher candidate actively engaged students in using science concepts and data to construct and evaluate an evidence-based explanation of a real-world phenomenon during a scientific inquiry.</p> <p>Clip 2: The second clip should illustrate how the teacher candidate facilitated the students' organization and analysis of data during a scientific inquiry.</p>



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Communication	Secondary English-Language Arts	2 clips	No more than 10 minutes each	<p>Clip 1: The first clip should demonstrate how the teacher candidate engages students in constructing meaning, interpreting, and responding to a complex feature of a text, for example, historical context, figurative language, dense informational text, and/or visual imagery in a film.</p> <p>Clip 2: The second clip should show interactions between the teacher candidate and at least three students during a discussion of the text to support and/or monitor their abilities to interpret the text.</p>
Dance	K-12 Performing Arts	2 clips	No more than 10 minutes each	<p>Clip 1: The first clip should illustrate how the teacher candidate engages students in developing new artistic skills, knowledge, and/or contextual understandings.</p> <p>Clip 2: The second clip should illustrate how the teacher candidate supports students in the application of artistic skills, knowledge, and/or contextual understandings through creating, performing, and/or responding to music/dance/theater.</p>



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Early Childhood	Early Childhood	2 clips	No more than 15 minutes total	<p>Clip 1: The first clip should demonstrate how the teacher candidate interacts with a whole group of children in a positive learning environment to promote language and literacy learning in an interdisciplinary context and the active, multimodal nature of young children's learning.</p> <p>Clip 2: The first clip should demonstrate how the teacher candidate interacts with a small group of children or an individual child in a positive learning environment to promote language and literacy learning in an interdisciplinary context and the active, multimodal nature of young children's learning.</p>
Earth and Space Science	Secondary Science	2 clips	No more than 10 minutes each	<p>Clip 1: The first clip should illustrate how the teacher candidate actively engaged students in using science concepts and data to construct and evaluate an evidence-based explanation of a real-world phenomenon during a scientific inquiry.</p> <p>Clip 2: The second clip should illustrate how the teacher candidate facilitated the students' organization and analysis of data during a scientific inquiry.</p>



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Elementary Education	Elementary Education	1-2 clips	No more than 15 minutes total	Clip(s) should demonstrate how the teacher candidate interacts with students in a positive literacy environment to develop an essential literacy strategy and requisite skills and to support students to independently apply the essential literacy strategy to comprehend or compose text.
English	Secondary English-Language Arts	2 clips	No more than 10 minutes each	<p>Clip 1: The first clip should demonstrate how the teacher candidate engages students in constructing meaning, interpreting, and responding to a complex feature of a text, for example, historical context, figurative language, dense informational text, and/or visual imagery in a film.</p> <p>Clip 2: The second clip should show interactions between the teacher candidate and at least three students during a discussion of the text to support and/or monitor their abilities to interpret the text.</p>



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Family & Consumer Sciences	Family and Consumer Sciences	2 clips	No more than 10 minutes each	<p>Clip 1: The first clip should illustrate how the teacher candidate introduced and engaged students in family and consumer sciences-relevant concepts, career and technical skills, and/or problem-solving strategies.</p> <p>Clip 2: The second clip should illustrate how the teacher candidate actively engaged students in family and consumer sciences-relevant concepts, career and technical skills, and/or problem-solving strategies as they worked on a project or product.</p>
Geography	Secondary History/Social Studies	2 clips	No more than 10 minutes each	<p>Clip 1: The first clip should illustrate how the teacher candidate engaged learners in tasks that develop their ability to interpret or analyze accounts of historical events or social studies phenomena and build and support arguments.</p> <p>Clip 2: The second clip should focus on how the teacher candidate supported students to use evidence from sources to form interpretations or analyses and build and support arguments about historical events, a topic/theme or social studies phenomenon.</p>



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Health Education	Health Education	1-2 clips	No more than 20 minutes total	<p>Video clip(s) should demonstrate how the teacher candidate:</p> <ul style="list-style-type: none">a. used a student-centered teaching activity (e.g., role play, analysis of a food label, practice of a health-related skill) to help students use functional health knowledge, demonstrate health-related skills, and/or develop beliefs and norms that help them adopt and maintain healthy behaviors.b. actively engaged students in debriefing the activity and drawing conclusions about how specific behaviors might impact the adoption or maintenance of healthy behaviors
History	Secondary History/Social Studies	2 clips	No more than 10 minutes each	<p>Clip 1: The first clip should illustrate how the teacher candidate engaged learners in tasks that develop their ability to interpret or analyze accounts of historical events or social studies phenomena and build and support arguments.</p> <p>Clip 2: The second clip should focus on how the teacher candidate supported students to use evidence from sources to form interpretations or analyses and build and support arguments about historical events, a topic/theme or social studies phenomenon.</p>



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Languages, Literature & Cultures	World Language	1-2 clips	No more than 15 minutes total	<p>Clip(s) should demonstrate how the teacher candidate interact with students in a positive learning environment to develop their communicative proficiency in the target language in meaningful cultural context(s) with a focus on at least two modes of communication: Interpretive AND Interpersonal OR Presentational</p> <p>Video clips should capture interactions between the teacher candidate and the students and among the students themselves that develop their communicative proficiency in the target language.</p>
Mathematics	Secondary Mathematics	1-2 clips	No more than 15 minutes total	<p>Clip(s) should demonstrate how the teacher candidate interacts with students in a positive learning environment to develop conceptual understanding, procedural fluency, and mathematical reasoning and/or problem solving skills.</p>



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Middle Level Language Arts	Middle Childhood English-Language Arts	2 clips	No more than 20 minutes total	<p>Clip1: The first clip should demonstrate how the teacher candidate engaged students in constructing meaning from, interpreting, and responding to a complex feature of a text, for example, historical context, figurative language, dense informational text, or visual imagery in a film.</p> <p>Clip 2: The second clip should show interactions between the teacher candidate and at least three students during a discussion of the text to support and/or monitor their abilities to interpret the text.</p>
Middle Level Mathematics	Middle Childhood Mathematics	1-2 clips	No more than 20 minute total	Clip(s) should demonstrate how the teacher candidate interacts with young adolescents in a positive learning environment to develop conceptual understanding, procedural fluency, mathematical reasoning, and/or problem solving skills .



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Middle Level Science	Middle Childhood Science	2 clips	No more than 20 minutes total	<p>Clip 1: The first clip should illustrate how the teacher candidate actively engaged the students in using science concepts and data (including everyday observations of the phenomenon) to construct and evaluate an evidence-based explanation of a real-world phenomenon during a scientific inquiry.</p> <p>Clip 2: The second clip should illustrate how the teacher candidate facilitated the students' organization and analysis of data during a scientific inquiry.</p>
Middle Level Social Studies	Middle Childhood History/Social Studies	2 clips	No more than 20 minutes total	<p>Clip 1: The first clip should illustrate how the teacher candidate engaged young adolescent learners in tasks that develop their ability to interpret or analyze accounts of historical events or social studies phenomena and build and defend arguments.</p> <p>Clip 2: The second clip should focus on how the teacher candidate supported young adolescents to use evidence from sources to form interpretations or analyses and build and support arguments about historical events, a topic/theme, or a social studies phenomenon.</p>



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Music	K-12 Performing Arts	2 clips	No more than 10 minutes each	<p>Clip 1: The first clip should illustrate how the teacher candidate engages students in developing new artistic skills, knowledge, and/or contextual understandings.</p> <p>Clip 2: The second clip should illustrate how the teacher candidate supports students in the application of artistic skills, knowledge, and/or contextual understandings through creating, performing, and/or responding to music/dance/theater.</p>
Physical Education	K-12 Physical Education	1-2 clips	No more than 20 minutes in length	<p>Clip(s) should demonstrate how the teacher candidate engages students in developing their competencies in the psychomotor, cognitive, and/or affective learning domains through planned learning tasks. The video clips should include...</p> <ul style="list-style-type: none">a. both the instruction and the students implementing the instruction during the learning taskb. active monitoring of student learning during the learning task



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Physics	Secondary Science	2 clips	No more than 10 minutes each	<p>Clip 1: The first clip should illustrate how the teacher candidate actively engaged students in using science concepts and data to construct and evaluate an evidence-based explanation of a real-world phenomenon during a scientific inquiry.</p> <p>Clip 2: The second clip should illustrate how the teacher candidate facilitated the students' organization and analysis of data during a scientific inquiry.</p>
Special Education	Special Education	1-2 clips	No more than 20 minutes total	<p>The clip(s) should demonstrate how the teacher candidate establishes a positive learning environment and engages and supports the focus learner to develop and apply the knowledge and/or skills related to the primary learning target.</p>



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Technology and Engineering Ed	Technology and Engineering Education	2 clips	No more than 10 minute each	<p>Clip 1: The first clip should illustrate how the teacher candidate introduced students to concepts and relevant skills or strategies.</p> <p>Clip 2: The second clip should illustrate how teacher candidate actively engaged students in engineering design or other problem solving as they worked on a project.</p>
Theatre	K-12 Performing Arts	2 clips	No more than 10 minutes each	<p>Clip 1: The first clip should illustrate how the teacher candidate engages students in developing new artistic skills, knowledge, and/or contextual understandings.</p> <p>Clip 2: The second clip should illustrate how the teacher candidate supports students in the application of artistic skills, knowledge, and/or contextual understandings through creating, performing, and/or responding to music/dance/theater.</p>