

## Collecting Video Evidence for National Board Certification During COVID-19

To support your decision making, we have established a guide that outlines the most common questions candidates are asking as they explore collecting video evidence for Board Certification during the pandemic.

You should use this guidance in conjunction with your [certificate-specific Standards](#), [portfolio instructions](#), and [scoring rubrics](#) to determine your next steps to complete and submit your video-based components during the pandemic. As you review those documents, take note of all of the requirements for variety in teaching formats, instructional strategies, and learning environment. Although your entry is evaluated holistically, and it is the combination of all of the evidence (video, written commentary, etc.) that is measured against the rubric, there are some essential evidence requirements that you need to meet in order to be scored.

**Your video needs to show live student-teacher and student-student interaction. Your face needs to be seen and your voice needs to be heard. Some of your students' faces need to be seen and their voices heard.**

Question	Answer
<p><b>I need some support selecting the best class(es) or lessons for my video(s), do you have any suggestions?</b></p>	<p>As you select your class(es) and lessons for your videos, read your Component 3 instructions closely (and Component 2 for Music and School Counseling).</p> <ul style="list-style-type: none"> <li>● <a href="#">Choosing the Right Certificate Guide</a> mentions the minimum number of students you need for each certificate area.</li> <li>● Read the scoring rubric for your certificate-specific component instructions. Use what you learn in these documents to reflect on the following questions: <ul style="list-style-type: none"> <li>○ What evidence and observable actions of your teaching practice do you need to feature in the video?</li> <li>○ Given your current teaching context, what are the best ways to capture that evidence?</li> <li>○ Can you provide clear, consistent, and convincing evidence described in the scoring rubric for your certificate-specific instructions?</li> </ul> </li> <li>● As you plan, pay particular attention to the following sections of your component instructions: What Do I Need to Do?, Submission Requirements, Recording Your Videos, Selecting a Class for Each Video, and Selecting a Lesson for Each Video.</li> </ul>

<p><b>Can I wear a mask? Can my students wear masks?</b></p>	<p>Yes, masks and/or shields are allowed. It is still important that you and your students are seen and heard in the video interacting with you and with each other.</p>
<p><b>Can I submit a video if one or more of my students do not have their video on?</b></p>	<p>There are valid reasons why students may not have their video on during a virtual lesson. However, videos that do not feature <i>any</i> faces for students are not acceptable. Your videos need to be of live/synchronous lessons; you and some of your students must be seen and heard in both videos. Videos of virtual classrooms featuring <i>only</i> icons or bitmojis without any live video showing students' faces are not acceptable. If you do not follow these rules, your component will not be scorable and you will receive a code of NS on your score report instead of a numerical score.</p> <p>Just as with in-person videos, the videos should show as much of the class as possible. There are some reasons why a candidate may need to show less than a full class (i.e. if permission for a student to be included in your work was not granted). Therefore, it is possible to capture the evidence needed without having 100% of students' faces visible on video.</p> <p>As mentioned above, you should consult <a href="#">Choosing the Right Certificate</a> to see the minimum number of students required for your certificate area.</p>
<p><b>How many students need to be in the video?</b></p>	<p>In order to determine the minimum number of students required for videos, you must refer to <a href="#">Choosing the Right Certificate Area</a>.</p> <p>In addition, in your certificate-specific instructions you are asked to show different instructional formats (i.e., large group, small group, one-on-one, or another configuration that is appropriate for your situation). You should ensure that the videos submitted show the variety in instructional practices required in your instructions.</p> <p>Videos of virtual classrooms featuring <i>only</i> icons or bitmojis without any live video showing students' faces are not acceptable. If you do not follow this rule, your component will not be scorable and you will receive a code of NS on your score report instead of a numerical score.</p>
<p><b>I believe I have enough students who will be seen and heard in the video. Are there other things I should consider in my planning?</b></p>	<p>Remember, it is important for assessors to be able to see and hear you and your students together, your students interacting with each other, your students' reactions to what you are doing, and their engagement in learning.</p> <p>As you explore technical solutions to recording virtual lessons do not lose sight of the certificate-specific component instructions. Can you capture clear, consistent, and convincing evidence described in the scoring rubric for your certificate-specific instructions? Do you have variation in instructional formats for your videos?</p> <p>If you are looking for support on student engagement strategies, you may want to explore the <a href="#">Core Connections Webinar Series</a> that the National Board has been hosting since March 2020.</p>

<p><b>My classes are rostered differently this year, what does that mean for my National Board work?</b></p>	<p>The National Board has adjusted the definition of a rostered class during the COVID-19 pandemic. This is an exception during the pandemic and only applies to initial and retake certification candidates for Components 2 and 3 during the 2019-20 and 2020-21 candidate cycles. This exception does not apply to Component 4.</p> <ul style="list-style-type: none"> <li>• Students can now be drawn from more than one of your or another teacher's rostered classes from the regular school day and school year in order to form a class or group.</li> <li>• Students may not be drawn from non-rostered groups such as a tutoring group, after-school program, or club. Music, School Counseling, and Library Media candidates should see their certificate area instructions for standard exceptions to this rostered class requirement.</li> </ul>
<p><b>My students' names appear in the recording. Can I submit this video? Do I need to edit out their names?</b></p>	<p>Yes, you can use that video. Candidates should try to preserve anonymity throughout their entire portfolio, including their videos, in accordance with the General Portfolio Instructions and component instructions. Candidates using video of virtual classroom(s) should do their best to set up the video so that only students' or adults' first names are displayed in the video.</p> <p>However, if you are unable to remove personal identifiers despite all reasonable efforts, submitting a video with personal identifiers will not impact the scoring of the submission. If you are unable to remove personal identifiers, for any reason, you should submit the video without making any edits to cover names. Editing videos to remove personal identifiers, including using editing features to cover or blur a student's face and/or name, is not an allowed edit.</p>
<p><b>I'm recording a virtual classroom, do I need to submit a classroom layout form?</b></p>	<p>If you are submitting a video from a virtual classroom, use the Classroom Layout Form to identify students on screen by first name. This form helps evaluators understand the context and commentary for the video recording. The sketch will not be evaluated.</p>
<p><b>If a student does not have permission to be on the video and we are virtual, can I just have them turn their camera off?</b></p>	<p>Yes, the student or adult can be in the video, however, they need to turn off their video. You must ensure that they are not seen or heard. Their name can appear but that student should not have an icon or bitmoji. Editing videos to remove/cover a student's name, icon or name is not allowed.</p>
<p><b>Is moving to breakout rooms an allowable edit?</b></p>	<p>Editing the video because you and/or your students are moving to a breakout room is not an allowable edit. If you are recording a virtual lesson, you can include breakout rooms in your video provided the recording is continuous and unedited. Moving from whole group to virtual breakout rooms is similar to transitioning from whole group to small group during in-person instruction.</p>
<p><b>My district prohibits recording virtual lessons, what can I do?</b></p>	<p>You are responsible for following the policies of your employer. If your district does not allow recording of virtual lessons at this time, then do not record lessons and do not attempt to submit a component that requires video evidence. Once this restriction is lifted, then you can explore collecting video evidence.</p>

	<p>We have heard from some candidates that their principal and district administrators have issued exceptions that allow them to record videos for their National Board Certification. If you are interested in exploring this possibility, here are some <a href="#">talking points</a> developed by the National Board Resource Center at Stanford University for the National Board candidates they support.</p>
<p><b>I can't record a lesson, can I submit materials from asynchronous lessons?</b></p>	<p>Asynchronous lessons are not an acceptable form of evidence, as there is no recorded student-teacher or student-student interaction. Your video needs to show live student-teacher and/or student-student interaction. Consequently, asynchronous lessons and recordings are not an acceptable form of evidence. If you do not follow this rule, your component will not be scorable and you will receive a code of NS on your score report instead of a numerical score.</p> <p>If you have flexibility in your National Board journey, you may consider working on a different component this year. You can find some information to support that decision in this <a href="#">document</a>.</p>
<p><b>I can't record a lesson right now. I don't want this to interrupt my certification process. What can I do?</b></p>	<p>We are continuing to monitor the impact the pandemic is having on teaching and learning. The National Board is committed to ensuring you have flexibility for successfully completing and submitting portfolio components during a time when COVID-19 has far-reaching impacts on professional and personal lives. Moving forward, we will communicate any COVID-19 updates to candidates in our monthly newsletter. Please <a href="#">set up a National Board account</a> to ensure that you are receiving the newsletter.</p>

Please consult the [Pursuing National Board Certification during COVID-19](#) page for additional flexibility on class rosters, masks, and release forms.