

# BTU Instructional Toolbox: First Week Must-Dos

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## 1. PHYSICAL/VIRTUAL SPACE

<a href="#">YouTube Tutorial on Creating Bitmoji Classroom</a>	<a href="#">Virtual Classroom Template</a>
<a href="#">Stations Template</a>	<a href="#">Google Sites Tutorial</a>

## 2. SYLLABUS & GRADING

<a href="#">Syllabus Template 1</a> (can also use Canva, Pikochart, or slidesgo.com to help with design)	<a href="#">Syllabus Template 2</a> (can also use Canva, Pikochart, or slidesgo.com to help with design)
<a href="#">Grading for Equity Self-Assessment</a> (Feldman)	<a href="#">Grading for Equity book</a> (Feldman)
<a href="#">Grading for Equity Teacher Examples</a> (Feldman)	<a href="#">Classroom Routines Matching Cards</a>

## 3. COMMUNITY BUILDING & FAMILY COMMUNICATION

<a href="#">Community Building Activities</a>	<a href="#">Student Survey</a>
<a href="#">Digital Vision Board Template</a>	<a href="#">Teaching Tolerance: Critical Practices for Anti-Bias Classroom</a>
<a href="#">Daily Check-In Google Form</a>	<a href="#">Feedback Fridays Form</a>
<a href="#">Mood meter</a>	<a href="#">Family Contact Google Form Template</a>
<a href="#">Social Contract Method 1</a>	<a href="#">Social Contract Method 2</a> (more scaffolded)

## 4. ADDITIONAL ED. TECH. TOOLS

<a href="#">Mote</a> → record voice memos in Google Suites; great for giving feedback on work	<a href="#">Read &amp; Write Toolbar</a> : offers students a wide array of accessibility tools
<a href="#">Edpuzzle</a> : assess understanding using video	<a href="#">Flip Grid</a> : record short videos
<a href="#">Padlet</a> : lets you post different types of notes to a collaborative board	<a href="#">Edulastic</a> : offers different types of interactive assessments
<a href="#">Actively Learn</a> : create assessments or use existing assessments based on articles or videos	Screencasting: <a href="#">Loom</a> & <a href="#">Screencastify</a> (sign up with BCPSS accounts)
<a href="#">Common Curriculum</a> : use for planning lessons	<a href="#">Kami</a> : helps to modify documents

# Frequently Asked Questions

## How do I share my virtual classroom once I create it?

- Post it on Google Classroom → copy and paste the URL and delete “edit” with anything that comes after it. Then, replace it with “preview.” When students open it, it will automatically be in presentation mode. Your students will not be able to edit it.

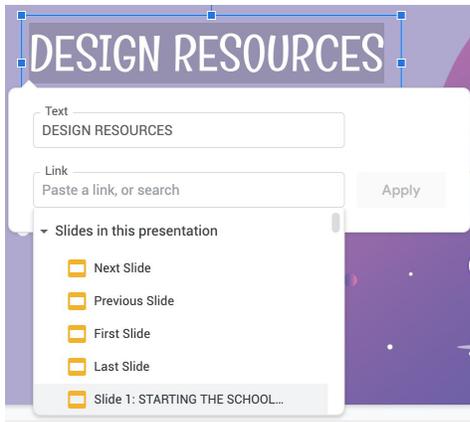
Example:

- If this is the URL, change the highlighted part to “preview”:  
[https://docs.google.com/presentation/blahblahblah/edit#slide=id.g4dfce81f19\\_0\\_1742](https://docs.google.com/presentation/blahblahblah/edit#slide=id.g4dfce81f19_0_1742)

- If you have a Google site, you can also insert it there
- A general sharing tip: You can also create shortened URLs using bit.ly. It’s free to sign up and you can create customized URLs.

## How do I link to other slides within a Google presentation?

- Click or highlight what you want to link, then go to INSERT → LINK (or use the keyboard shortcut). You’ll see an option to link to “Slides in this presentation”



## How do Feldman’s grading practices that were mentioned align with the district policy?

- They actually align quite well since we are already moving towards more standards or assessment-based grading! However, we still have some work to do until we are 100% standards-based. We are still using some inequitable practices like using a 0-100 scale or entering 0s to penalize students for incomplete assignments or plagiarism, which needs re-examining if we want grades to truly reflect academic achievement.

## How does your scoring align with the 0-100% grading scale in Infinite Campus?

- Since I use a 1-5 scoring rubric (I teach high school ELA for context), in IC, these percentage grades for each assignment end up being 20%, 40%, 60%, 80%, or 100%. I did also give half points like 3.5, which ends up being a 70%.

### **Do I have to keep a family communication log?**

- This may depend on your school and your role, but as a special educator, it helps me document trends and remember things for when a student's annual review comes up.
- While I am good at starting off the year with positive calls, throughout the year I end up calling home for negative things more often than I do for good things so if I see on my spreadsheet that I've made a lot of negative phone calls recently, I'll make sure to make a bunch of positive ones!
- If you ever apply for Model Teacher, this is also a good practice to have.

### **I tried "Feedback Fridays" but my students are giving me vague and unhelpful feedback on the reflection form.**

- Your students may honestly have trouble remembering what you even did in a whole week so consider giving a recap of what you did that week or do it more often as part of your daily exit ticket/closing ritual to discuss what they liked and didn't like about that day's lesson. Eliciting feedback can definitely be more informal, but I find that the form allows students who may not feel comfortable speaking up during class to add their input.
- It's tough at first to get some students to be metacognitive about why they did or didn't like something but over time, it helps students recognize what works for them and become better self-advocates for their learning.