

Presentation plan: 1-2 hour training

Teams enhances the way teachers share information, address common challenges, and connect with each other and their students. Communication and collaborative experiences that normally take place in the classroom can be brought online with Teams.

In this course, teachers explore how to create, assign, post, and grade assignments in Teams.

☆ ISTE Educator Standards: 1B, 2C, 4A, 5C, 6B, 6D

Engage

Prior to presentation

- Fill out the About the trainer slide on the **Presenter's slide deck**.
- Edit or delete slides related to creating a team based on your school/district permissions. If participants will create teams and add students, remind them to do so while they are waiting for the session to begin. Don't forget to display mock student account information if applicable.
- Edit closing slide.
- Display the slide instructing participants to open Teams via their Office 365 accounts. Show them where to find the **How to create a team takeaway** if they don't already have teams set up.
- Have your own version of Teams open and ready to serve as a practice environment.
- Create 3 different teams for the demo scenarios in your Teams account. Each team should be a section of 7th Grade Biology. (e.g. 7A Biology, 7B Biology, and 7C Biology)
- Prepare a document to use as the vocabulary assignment (can be blank).
- Familiarize yourself with the rubric and quiz assets included in the demo notes.

Introduce the course

1 minute

- Provide overview of course.



 About the trainer


1 minute

- Introduce yourself to the group.

Review

3 minutes

- Note: This section is optional. You know your audience best. Use all of it, half of it, or none of it, based on your audience's need for review.
- Play video: [Microsoft Teams essentials](#)
- If more review is still needed, refresh knowledge of Teams UI by toggling into a demonstration environment and highlighting the features covered in the video at greater length, following the Demonstration notes included in the Appendix.
- Refer participants to the **Test your knowledge of Teams features handout** and **Teams spaces takeaway**.

 Essential questions

2 minutes

- How might digital assignments benefit student learning and streamline classroom organization?

Value: Re-introduce Teams

2-3 minutes

- Facilitates collaboration between teachers and students.
- Allows educators to collaborate, converse, and share with each other and with students.
- Allows students a venue to discuss an assignment contextually and ask questions or explore learning questions you have posed.
- Centralizes your assignments and grading in one location for you to track.
- Gives insight into student engagement with the work you assign.
- Provides a digital environment for prompt feedback loops.



Discuss

2 minutes

- “How often do your students ask you to repeat assignment directions and due dates?”
- “What could be done to improve the ways you assign work and provide feedback to make the processes easier, more efficient, or more effective?”

☆ Take mental note of responses. They will likely connect to scenarios in this training.

Explain, Explore, Experience

In this section, participants will practice steps for working in Teams, including **creating a whole class assignment, creating a small group assignment, the feedback cycle, and using forms in assignments**. Introduce the **Learner’s skills checklist** for teachers to keep track of their experiences today.

Creating a whole class assignment:

Situation & Demonstration

5 minutes

- Set the scene for participants about a science teacher who teaches several sections of biology and wants to assign a vocabulary review worksheet that exists as a Word doc. The teacher had prepped this guide in advance and wants to send the assignment to two of their three classes today. The third class will need to receive the assignment next week.
- Demonstrate how to do this in the Biology practice teams that you set up in your own Teams account.

Explore

5 minutes

- Participants set up a new assignment, add title, include instructions, add resources (upload the file), set due date, allow late turn in, and set the number of points. As a challenge, if they have access to multiple teams, participants can reuse the assignment and schedule it to post later.
- Refer participants to the **Creating an assignment in Teams takeaway, Repost an assignment in Teams takeaway, and the Create an assignment in Teams activity handout**.



Creating a small group assignment:


Situation & Demonstration

5 minutes

- Describe a situation in which the science teacher has a group of 5 students who need an additional challenge in class. The teacher assigns them to choose 5 of the 12 biology vocabulary words from the worksheet that was assigned and use them in a short story. A rubric is needed to grade this assignment.
- Demonstrate how to go through the *create an assignment* sequence again, this time using the instructions field to describe the assignment. Then, find the class and assign to certain students with due date and time; schedule to assign later; and add a rubric. First, review existing rubrics that can be reused, then add your own.

Explore


5 minutes

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- Participants set up a small group assignment, add title, type directions for the assignment, assign to certain students, set due date, set up to assign later, and add rubric.
 - Refer participants to the **Creating assignments in Teams takeaway**, the **Create a rubric in Teams takeaway**, and the **Create an assignment in Teams activity handout**.

Brain break

2 minutes

- Draw yourself as a superhero.

 Yay! Time for a brain break!

Getting to know the feedback cycle: Using the feedback loop in Microsoft Teams; Set-up, view, discuss 5 minutes

- Explain that the Teams assignments features mirror the assignment flow and feedback cycle participants do every day. Assignments are created, distributed, turned in, reviewed, and possibly revised and reviewed again. Those processes can't be shown authentically today because there is no student work in Teams for participants to review, so you'll go through the features via videos that will show how teachers and students can interact through assignments. Ensure participants that once they dive into reviewing work and giving feedback in assignments in Teams with their own students, they'll do great.
- Refer participants to the **Assignments feedback loop takeaway**.
- Introduce the first video. As you watch this video, keep an eye out for how can you go back and find the assignment to see who has turned it in. This video will show how that process looks in the Teams environment.
- Play video: [Using the feedback loop in Microsoft Teams](#)
- Ask:
 - Where do you find your assignments in Teams?
(Answer: Search through the list of assignments in the class General channel or search by assignment name.)
 - Once you find the assignment, how do you see who has turned it in? (Select the card and then select the Review button. Students who turned it in will have a time and date stamp listed. You can sort using the **Turned in** counter.)

Getting to know the feedback cycle: Returning student work in Microsoft Teams; Set-up, view, discuss 5 minutes


- Introduce the second video.
- Prompt participants to notice that there are multiple ways to review and return student work.



The feedback cycle: Reviewing student work (*Continued*)

- Play video: [Returning student work in Microsoft Teams](#)
- Ask:
 - Where are the two places you can leave feedback?
(*Answer: In the review pane and also by clicking into the student work.*)
 - Why might there be two options for how to leave feedback?
In other words, when would you leave feedback in the review pane and when would you leave it in the student doc view?
(*Possible answers: In review pane to nudge a student to turn in their work or to give overall feedback about the assignment beyond notes left in the doc itself. Might leave feedback in the student doc view as you are actually reviewing the assignment.*)
 - When does a student receive their assignment back?
(*After the teacher selects Return.*)

Getting to know the feedback cycle: Continuing the feedback loop in Microsoft Teams; Set-up, view, discuss 5 minutes

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- Introduce the third video.
 - Prompt participants to notice what the student view of assignments looks like.
 - Play video: [Continuing the feedback loop in Microsoft Teams](#)
 - Ask:
 - How does a student revise their work and hand it in again in Teams? (*They receive the feedback with directions to revise. They open their doc and make changes. They select **Turn in again.***)
 - How does a teacher know when the student has submitted a revision? (*In the review pane, the timestamp has been updated.*)





Making the most of Forms as assignments:

Situation & Demonstration

5 minutes

- Describe a situation in which the teacher creates a quiz in Forms as an assignment.
- Demonstrate how to create a two-question quiz in Forms as an assignment.

Explore


5 minutes


- Participants set up a short quiz in Forms as an assignment. Create the quiz in Forms and assign.
- Refer participants to the **Use Forms as assignments in Teams takeaway** and the **Create an assignment in Teams activity handout**.

Elaborate

Review essential question

2 minutes

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- Prompt: “Think about an upcoming assignment you can create and distribute to your students in Teams in the next week.”

 Time to witness the teacher magic!

Plan

10 minutes

- Look through all of the takeaways and think about your own experiences with assignments in Teams today.
- Create a quiz, form, or handout to distribute and review in Teams.

Evaluate

5 minutes

- Prompt participants to provide feedback using the QR code or the link provided at the end of the slide deck.
- *Note: Edit the closing slide as needed.*






Supplies

Presenter

- WiFi access
- Laptop or mobile device with access to Microsoft Office 365 and login credentials
- Power cord for laptop or mobile device
- Projection capability
- Speaker for external audio
- Dongle to connect to projector
- Printed copies of **takeaways and handouts**
- Vocabulary assignment “document”
- Create 3 Biology teams for demonstration
- Use demo notes in Appendix
- Arrange with your IT administrator to add 3 mock student accounts if your school/district does not prepopulate Teams (*can be same accounts from previous Teams trainings*).

 Don't forget to bring a dongle along with your amazing skill.

Participant

- Laptop
- Office 365 login credentials

Suggested classroom device access

To implement the above activities, we suggest access to a **Windows 10** computer with:

- Processor: 1 gigahertz (GHz) or faster
- RAM: 1 gigabyte (GB) (32-bit) or 2 GB (64-bit)
- 16 GB of free hard disk space
- Graphics card: Microsoft DirectX 9 graphics device with WDDM driver
- A Microsoft account and internet access

Software requirements:

- Computer: Windows 10; Office 2013 or later; .Net Framework 4.5.0 or later
- Mobile: iOS 10.0 or later; Android 4.3 or later
- Account: O365 for EDU account

Appendix: Demonstration notes

This is a series of scripts you can read while you're covering the **Demonstration** sections of the Presentation plan. They're intended purely as a guide. If you're already an expert in Teams—and you wouldn't use our tongue-in-cheek voice—feel free to teach these demonstrations however you like while you're covering the noted topics. You'll also find these notes in the “Say this/Do this” section of the notes in the **Presenter's slide deck**.

☆ Use this optional script to support your demonstrations.

OPTIONAL review of Microsoft Teams

- “There are three main spaces to know when working in Teams.”
- “We will start with the Me Space.”
- “The Me Space is where you will keep track of your own apps and files.”
- “This space includes two areas.”
- “The first is the app bar.”
- “Think of this like the control center for all of your work in Teams.”
- “This includes your notifications. Chats. Teams. Meetings. Personal files. All the assignments you create for class. Plus any apps you add.”
- “When you select an app, that changes what you see in the Left Rail, which we'll talk about more in a moment. For instance, clicking on the activity bell shows you your notifications.”
- “Notifications let you know when someone has communicated with you, either through an @mention, chat, conversation, or comment like.”

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**OPTIONAL review of Microsoft Teams** *(continued)*

- “Chats are where you can communicate privately with colleagues or students.”
- “Selecting Teams lets you navigate between your teams and channels.”
- “Meetings is where you can schedule and see what you have on your calendar.”
- “Files is where you can see all of the files you have access to across all teams.”
- “Assignments is where you can see the assignments you’ve created, check in on who has turned in what, and return feedback and grades.”
- “This is the left rail. This reflects what you’ve selected on the app bar.”
- “The next space in Teams to get to know is the We Space.”
- “The We Space has two areas: the Class Nav and Tabs.”
- “This is your class nav.”
- “You can think of it like a signpost that shows you where you are.”
- “All students share this class nav with you.”
- “Underneath the class nav you’ll find all your tabs for the channel.”
- “This is where you’ll find everything related to the class, including conversations for group discussions, any files added, a Class Notebook (should you choose to set one up), and your assignments.”
- “You can add any extra apps or documents you’d like, such as a syllabus.”




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OPTIONAL review of Microsoft Teams *(continued)*

- “Click the plus sign to add a new tab.”
- “This is the canvas. This is where you work alone in the Me Space, and where you work together in the We Space.”
- “This is the Command box. You can use it to search Teams for anything, such as a file, conversation, or assignment.”
- “That was a ton of information. Again, you’ll get a better sense of what these things are as you actually use the tool. Rest easy, there are no pop quizzes.”

Creating a whole class assignment

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- “First, I’ll go into my personal Teams account.”
 - “Now I’m loading up the class team I want to work in – 7C Biology.”
 - “This next part is important.”
 - “I’m going to make sure that I’m clicked into the General channel.”
 - “If I’m clicked into any of the other channels, I won’t see the Assignments tab that I’m looking for.”
 - “Okay, so I’m here in General.”
 - “Right here is the Assignments tab, mixed in with all the other tabs I have.”
 - “When you’re looking in your own account, the names and number of tabs might look a little different depending on what you’ve decided to add there, but that’s okay.”
 - “I’ll start by clicking Create, then +Add new.”




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Creating a whole class assignment *(continued)*

- “Now I’m going to fill out the assignment details.”
- “As you can see, 7C Biology is already selected as the class, since that’s where I chose to work.”
- “That’s a nice start, but remember, I want to send this to two of my 7th grade bio sections.”
- “To do that, all I have to do is click on this dropdown menu and select the classes I want to add.”
- “If I had a whole bunch of classes listed and wanted to find what I wanted more quickly, I’d just type in the name of the class I wanted to find in the search bar here, and it would pop up.”
- “Here is where I can check to see the students this assignment is going out to.”
- “If I was only assigning to one class, I could select individual students to send this to, but since I’m sending it to multiple classes, I have to keep it set to All students.”
- “We’ll play around with assigning to individual students and small groups in the next section.”
- “Under title, I’m going to name my assignment Vocabulary Review.”
- “And right here I’ll enter some instructions.”
- “Now I’ll use the Add resources button to upload my worksheet.”
- “There are a lot of options for doing this.”
- “If I had the worksheet stored in my OneDrive, or if I had created it in Class Notebook or Forms, I’d select one of those options and find my worksheet there.”

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Creating a whole class assignment *(continued)*


- “I could also add in a sharing link to a worksheet.”
- “But I have the worksheet on my device, so I’ll choose the option next to the paperclip: Upload from my device.”
- “Finding and attaching my file is just like attaching a file to an email.”
- “I browse my device, choose Vocabulary Review, and select open.”
- “Now it’s right here, uploaded to my assignment.”
- “Over here, I’ll choose my desired due date and time.”
- “Here is where I can opt to let students turn in work late.”
- “To do this, I just select this button so it changes to ‘Yes.’”
- “Since this is a review and I want to make sure the students really succeed, I’ll allow for this.”
- “This is where I’ll assign a points value for the assignment.”
- “It defaults to 100, but I can change this to any scale I’d like to go by.”
- “Last, if I wanted to, I could choose or create a grading rubric, but we’ll explore that a little later.”
- “Okay, I think I’ve got everything.”
- “Now I’ll hit Assign.”
- “Hooray! The vocabulary review assignment has now gone out to my two classes.”
- “Now, how about that final section that’s taking the quiz next week?”
- “To get the vocabulary review out to them, I’ll start in the same way.”



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Creating a whole class assignment *(continued)*

- “I’ll click into the General channel of the third biology class and I’ll again select the Assignments tab.”
 - “Remember this Create button?”
 - “When I click the carrot next to it, a dropdown menu appears with the option From existing and a little recycle sign.”
 - “I click that, then choose one of the two previous biology classes I posted my vocabulary review assignment to.”
 - “Then I’ll find the vocabulary review itself and select it.”
 - “Voila! Now we’re back to the assignment pane we’re now familiar with.”
 - “All I have to do is review the details to make sure they’re still what I want for this particular class.”
 - “If not, I’ll just change them here.”
 - “I’ll update the due date, and one other thing—since they’ll be taking the quiz a week after my other sections, I don’t want them to get the assignment just yet.”
 - “But I still want to get it loaded up while it’s on my mind.”
 - “The solution is right here in this feature we skipped over earlier called Schedule to assign later.”
 - “When I select yes, a calendar for dates and times appear.”
 - “I select the ones I want, finish reviewing these other details, and then hit schedule.”
 - “I extra love reusing and scheduling because I just have to do this work once, no photocopying or foldering or calendaring involved.”
 - “I just set it and forget it...until I’m inundated with vocabulary to review.”
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Creating a small group assignment

- “Alright, back into our 7C Biology team we go.”
- “Remember, the first thing I do is check to make sure I’m in the General channel.”
- “I click into the Assignments tab, then Create.”
- “This should look familiar: We’re back in the Assignments creation pane, where we just spent a lot of time creating a whole class assignment.”
- “Except this time, I’ll make sure that I only have one class selected.”
- “This allows me to select individual students to send this assignment to in the next dropdown menu, rather than sending it out to All students.”
- “I’ll do that now, selecting my 5 challenge students.”
- “Now I’m back to some of the tasks we already practiced.”
- “I’m entering a title, and then some brief instructions.”
- “They already have the review worksheet, so there aren’t any resources for me to upload this time.”
- “I’m setting my due date and time, and then scheduling this to assign later.”
- “I’m allowing for late turn-in again, and selecting the number of extra credit points they can get.”
- “This time, unlike last time, I do actually want to give the students a rubric.”
- “I’ll click +Rubric right here.”
- “If I already had ready-made rubrics uploaded, they’d pop up below the search bar, or I could search for them.”



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Creating a small group assignment *(continued)*

- “I want to create a new one, so I’ll click +New rubric.”
- Note: Copy and paste the following information in from the demo rubric you have open in Word.
- **Title:** Vocab Quiz Extension Activity

Description: Challenge: Write a short story using 5 of the 12 vocabulary words from the unit review worksheet.

	Excellent	Good	Fair	Needs Improvement
Use of vocabulary in context	All words were used correctly, plus additional vocabulary words were included or the context around the words demonstrated advanced understanding of the words and meanings.	All words were used correctly in the context of the story created.	Some words were used incorrectly or were used in a way that did not convey correct meaning.	Words were not used or all words were used incorrectly.

- “I’ll type in a title and then a brief description of what this is.”
- “Teams gives me the choice to make this a points-based rubric.”
- “If I opt not to assign points, then the criteria below will stay as is, with ratings as Excellent, Good, Fair, and Poor.”
- “When I click this button so that it says ‘yes’ to points, I see numbers now next to each rating, with Excellent becoming a 4 and Poor becoming a 1.”


Using Forms in assignments

- “I’ll start by going back into the Assignments tab of the General channel of my Biology class so I can create a quiz.”
- “I’ll select Create and then ‘New quiz’”
- “Then, I’ll see a popup screen that lets me navigate through existing quizzes in Forms or create a new one.”
- “This takes me into Forms, where I can now put my quiz together.”
- “I’ll start by entering a title and a description.”
- “To add my first question I’ll click + Add a question.”
- “I have a few different options for my question types. But for now I’ll just go with multiple choice.”
- “Now I can enter my first question: **‘What is a cell wall?’**”
- “Then I’ll write in possible answers:
A) The outer layer of a cell
B) The center of a cell.”
- “Now I’ll select the checkmark next to A to let Forms know this is the right answer.”
- “This whole question is required, so I’ll toggle this switch on, too.”
- “Now I’ll do the same thing for my second question: **‘The nucleus is...’**”
- “I’ll enter my answers:
A) Only found in plant cells,
B) The control center of the cell.”
- “I’ll check B this time, as that’s the right answer.”

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Using Forms in assignments *(continued)*

- “I’m almost done, but before I go, I want to see what the quiz will look like, so I’ll push this preview button up here.”
 - “Hm, that’s a little dry.”
 - “I’ll spice it up by going to the Theme tab and choosing a fun template. Much better!”
 - “My questions are automatically saved, so there’s no button to push at the end.”
 - “Instead, I’ll close the quiz and return to Teams.”
 - “I’ll click Create and New quiz again.”
 - “Hey! Would you look at that.”
 - “Right there is the quiz I just created.”
 - “I’ll select it and click Next.”
 - “Now the quiz and its title have been automatically inserted into an assignment.”
 - “I’ll complete the rest of the details like I would for any other assignment by choosing a due date and how will get the quiz.”
 - “I’ll set the points and then hit Assign and we’re good to go.”
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