



Presentation plan: 1-2 hour training

Teams enhances the way teachers and students share information, learn, and connect with each other. In this course, teachers experiment with common classroom activities within the Teams environment. This course focuses specifically on teacher-to-student communication and organizing instruction.

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

Engage

Prior to presentation

- Ensure your IT Administrator has created three mock student accounts.
- Create a team called English 101 in your personal Teams account in preparation for the demonstration.
- Create a channel in the team called *White Fang* within English 101.
- 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.
- Edit closing slide.
- Display the slide instructing participants to open Teams via their Office 365 accounts.
- Have your own version of Teams open and ready to serve as a demonstration environment.

About the trainer slide

1 minute

- Introduce yourself to the group.



Review

3 minutes

- *Note: This section is optional. Use or omit based on your audience's need for review.*
- Refresh knowledge of Teams UI by going through the screenshots on the slides and watching the Microsoft Teams essentials video.
- Refer participants to the **Test your knowledge of Teams features handout** and **Teams spaces takeaway**. Prompt participants to complete the handout as a review exercise.

Essential question

2 minutes

- How can you use Teams to encourage students to work together online?
- How can Teams help enhance teacher-student communication?

Value: Re-introduce Teams

1 minute

- Allows educators to collaborate, converse, and share with students

Teams: Giving every student a voice

4 minutes

- [Play video](#).

Discuss

2 minutes

- Prompt participants to answer:
“What are some ways you can envision Teams changing the way your students communicate and learn?”

☆ 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 class team, working with channels and students, using files and reminders, managing students, and using apps in Teams.**

Create a class team: Explain

3-4 minutes

- Describe how to create and personalize a class team.

Explore

3-4 minutes

- Prompt participants to create class teams and practice adding students.
- Review steps participants will take in activity.
- Refer participants to **How to create a class team takeaway** for support and the **Create your first team handout** for further instructions.




Channels and students: Situation and demonstration

5 minutes

- Set a scene for participants about wanting to establish guided reading groups for students in Teams.
- Demonstrate how to do this by creating channels in your personal Teams account (i.e. the demonstration environment).

Explore


5 minutes

- Prompt participants to create channels, such as guided reading channels, in one of their teams. They should @mention specific students and communicate to students what the channels are for.
 - Refer participants to the Add a channel section of **Create your first team handout** and the **How to create a team takeaway** for support.
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Brain break

2 minutes

- Give participants a 2-minute brain break.
- Encourage participants get out of their chairs and practice sports poses, or select a brain break appropriate for your audience.

 Yay! Time for a brain break!**Files and reminders:** Situation & demonstration

5 minutes

- Describe a situation in which a forgetful student loses a rubric and you, the teacher, want to send it to her with a reminder.
- Demonstrate how to upload the rubric into her reading channel and @mention her.

Explore

3 minutes

- Prompt participants to practice uploading their own document, such as a rubric, to the channels they've created.
- Refer participants to the Files and reminders section of the **Create your first team handout**.

Managing students in Teams: Situation & demonstration

4 minutes

- Describe a situation in which the forgetful student went into the wrong channel and posted off-task, unhelpful comments.
- Reference muting, deleting, and running interference over private chat as the solution.

Explain

3-4 minutes

- Explain how to delete a comment and mute a student, referring to the screenshots on screen.
- Mention following up with the student over private chat, and then explain how to reinstate her privileges after the chat is complete.
- Refer students to the Managing conversations in Teams takeaway.





Apps: Situation and demonstration

5 minutes

- Describe a situation where you, the teacher, want to augment lessons by adding an app (YouTube).
- Demonstrate how to do this in your personal Teams account.

Explore

3-4 minutes

- Prompt participants to practice installing the YouTube, Quizlet, and/or Flipgrid apps to their class team.
- Note: Both Quizlet and Flipgrid require users to set up an account. This is a brief process. Consider allowing time for participants to explore these apps if time permits.
- Refer to the **Teams apps takeaways**.






Elaborate

Review essential question

2 minutes

- Prompts: “How can we use Teams to encourage students to work together online?”
- “How can Teams help enhance teacher-student communication?”



Time to witness the teacher magic!

Plan

10 minutes

- Review: “How can an online communication platform change classroom instruction and facilitate teacher-student and peer-to-peer communication?”
- Prompt: “Identify features of Teams that you can use with your class in the upcoming week.”
- Plan: Prompt teachers to plan discussion prompts for future use with classes, encouraging multimedia and visuals: “Jot down two ideas for discussion prompts you can pose to your classes or small groups in the conversation tab within Teams.”
- Share: Discuss ideas at table groups or prompt teachers to post their ideas in a new conversation thread in Teams.



Evaluate

5 minutes

- Prompt participants to provide feedback using the QR code or link to the survey.






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 handouts and takeaways
- Ensure teachers have access to the Teams app via their Office 365 account ahead of time
- Ask IT to set up three mock student accounts

Participant

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- Laptop
 - Office 365 login credentials
 - Teams downloaded prior to training, with a pre-created team
 - Digital copy of a rubric

Suggested classroom device access

To implement the above activities, we suggest teacher and student 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

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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 or a general Microsoft account





Demonstration notes

This document is a series of scripts you can read while you are covering the **Situation and demonstration** sections of the Presentation plan. 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, just making sure you're covering the noted topics.

*You will also find these notes in the “Say this” section of the notes in the **Presenter's slide deck**.*

☆ Use this optional script to support your demonstrations.

Teams spaces

- “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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Teams spaces *(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."

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Teams spaces *(continued)*

- “You can add any extra apps or documents you’d like, such as a syllabus.”
- “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.”

Channels and students



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- “Now I’ll demonstrate how to have a conversation in Teams.”
 - “I’ll start by clicking into my class team, English 101.”
 - “Now I’m going to our magic more icon.”
 - “I’ll click on Add channel.”
 - “For the channel name, I’m typing in the title of the book for that reading group, in this case, *Little Women*.”
 - “I’ll just write a brief description of the channel now.”
 - “This is optional, but I like to put a few grounding details here to guide student work in the channel.”
 - “Then I click Add, and we’re brought back to the canvas, where you can see I already have another channel created, *White Fang*, for another guided reading group.”

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Channels and students *(continued)*


- “Now I can see my new *Little Women* channel underneath English 111, my class team.”
 - “Sometimes you won’t see this immediately.”
 - “That’s just because I need to click the expand arrow next to the team name.”
 - “When I do that, I can see my new channel, and any new channels I create after that.”
 - “Now that I’ve created my *Little Women* channel, I’m going to make sure that all of the students from the *Little Women* reading group know where they’ll be working.”
 - “To do this, I’m clicking into the channel I just created and then into the Conversations tab.”
 - “Now I’m going to the compose pane.”
 - “I’ll @mention the three students who are in this group.”
Note: Type in the names of the three students you’ve had IT create.
 - “I want to give them some framing so they get started on the right foot, so along with the @mentions I’m also going to write out some context.
 - Type something like the following: “@student1, @student2, @student3 Welcome to the *Little Women* channel! This is a space where you can discuss ideas about the book. I’ll be posting assignments and reference materials here. You can also @mention me when you need help. This is your space, so have fun with it and make it your own.”
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Files and reminders

- “Back in my class team, I’ll make sure I’m in our forgetful student’s reading group channel, *Little Women*.”
- “Now I’m headed back to the conversation tab and am clicking into the compose box.”
- “When I click on the paperclip, I’m given several different options for uploading a file.”
- “I can choose a recent file.”
- “This would be a helpful option if I’d worked on the rubric in Teams or uploaded it recently.”
- “I haven’t, so I’m going to look at these other options.”
- “Browse teams and channels would be a good option if I already had the rubric uploaded and simply want to pull it in from where I have it stored.”
- “If I have the rubric stored in my OneDrive account, I can also select it from there.”
- “I’m going to choose Upload from my computer.”
- “Once I do that, it’s just like choosing an attachment for an email.”
- “This window comes up, I browse my files, find the rubric I’m looking for, and attach it.”
- “Now that it’s attached, I’ll @mention my forgetful student and let him know that he can find all the information he needs in the rubric below.”
- “I’ll send my message.”
- “Now our forgetful student will see a notification in his activity bell the next time he logs in letting him know that I’ve posted the rubric for him.”



Apps

- "If you remember from our overview, Teams has this helpful app bar right here."
 - "When I click the More button on the App bar, the apps I currently have installed pop up."
 - "I want YouTube and that's not here, so I choose More apps at the bottom here."
 - "I'm searching for YouTube in the search bar."
 - "Once it pops up, I click on it."
 - "I'll choose the channel where I want to install it."
 - "Then I click install."
 - "Now both my students and I can find the YouTube app in the More apps section."
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