

LINC Cycles

Cycle	Objective	Artifact/ Portfolio Evidence
Differentiating Playlists to Address Skill Gaps	Teachers will explore how to differentiate a playlist to meet the needs of all learners, especially those who may need to have learning gaps addressed before moving forward.	Develop strategies to differentiate a playlist
Task Analysis – Early Elementary	Early Elementary Teachers will analyze tasks and revise them to increase their level, standard complexity, and PAACC alignment for young learners.	Learning task revision plan for early elementary.
21st-Century Class Environment- Early Elementary	Elementary education teachers will plan for the use of routines and structures to try in their class to achieve a blended environment, fostering 21st Century skills in young learners.	Class management plan for early elementary classrooms
Supporting Special Education Students in the Hybrid Environment	Teachers will explore various tools and strategies to effectively support Special Education (SpEd) students in a hybrid learning environment. Then, teachers will use their implementation plan to increase student agency and 21st-century learning in a hybrid environment as they support students' individual and group goals.	Accommodation plan for Special Education students
Leveraging Tech Tools to Scaffold and Support English Language Learner (ELL) Students	Learners will examine digital tools to scaffold and support English Language Learners (ELLs) who are at various levels of English proficiency in order for them to successfully access academic content.	Developing a tech toolbox to support English Language Learners
Leveraging Tech Tools to Support Special Education (SpEd) Students	Teachers will learn how to leverage various technology tools to support Special Education (SpEd) students in their class. Then, teachers will apply these technology tools to their practice based on their student individual and group needs to increase student agency and 21st-century learning in their class.	Developing a tech toolbox to support Special Education Students
Facilitating Small Group Play	Teachers will explore tools and strategies to effectively facilitate small group play within and beyond their class, then apply this	Small Group Play Planning &

	ongoing plan with a small group to reflect and innovate on based on individual and group needs.	Observation Template
Creating Original Content in LINCspring: A Guide to Writing Cycles	Coaches and leaders will learn how to create original cycle content for specific school or district level topics or initiatives.	Completed original LINCspring cycle
Supporting Students through Social-Emotional Learning	Teachers will create a learning environment that allows teachers and students to maintain connections with one another. Teachers will also learn ideas to help learners process their emotions and creatively express themselves.	A Plan for Implementing Social Emotional Learning
Supporting Families of Early Childhood Learners	Teachers will explore tools and strategies to successfully build trusting relationships with families of early childhood learners to support families and the needs of their student.	A Plan for Supporting Families of Early Childhood Learners
Strategies for Creating Community in a Digital Environment	Teachers will create a learning environment that allows teachers and students to maintain connections with one another. Teachers will also learn ideas to help learners process their emotions and creatively express themselves.	Creating Community in a Digital Environment Plan

Introduction to Remote Learning

Cycle	Objective	Artifact/ Portfolio Evidence
Shifting to Remote Learning	Teachers will develop a plan to shift from in-person to remote learning and design a structure to share assignments with students.	A Plan for Remote Learning with Students
Remote Learning "Look-For" Tool	Leaders will use the Evidence of Practice for Remote Learning tool to provide guidance and formative feedback for teachers transitioning to remote learning.	Look-For Tool
A Leader's 1-2-3 Guide to Remote Learning	Leaders will engage in a Remote Learning Readiness Assessment and form a communication plan for their stakeholders.	A School Remote Learning Plan

<p>Remote Learning Self-Reflection & Goal Setting</p>	<p>Learners will reflect on their current remote learning practice in six core areas and will set goals aligned to LINCspring cycles for the purpose of ongoing professional development.</p>	<p>Goal setting and implementation plan</p>
<p>One Week of Self-Paced Learning</p>	<p>This session supports teachers in preparing a week of learning organized in a hyperdoc. We recommend leaders share tips and strategies for how to schedule the work and create guidelines for digital citizenship and remote learning norms.</p>	<p>A Week of Learning in a Hyperdoc</p>
<p>Setting Up Virtual Sessions for Whole Class, Small Group and 1:1 and Teacher Time</p>	<p>This session focuses on helping teachers establish Zoom or Google Hangout accounts and setting up their first meeting link and ready to share with students and/or families. Facilitators will share tips and strategies for how to have engaging, productive virtual sessions, and how to establish virtual meeting norms.</p>	<p>A Zoom or Google Hangouts Meeting with Students or Parents</p>
<p>How to Create Engaging Screencasts</p>	<p>Use this session to focus on teachers creating a recorded screencast that is ready to share with students. Facilitators provide screencasting tips and ideas for how to make screencasts engaging and interactive.</p>	<p>A Recorded Screencast</p>
<p>How to Support Student Collaboration in the Virtual Space</p>	<p>Use this session to help teachers develop a plan for using online discussions or shared document/slides for student collaboration. Facilitators will share templates and structures for successful online collaboration.</p>	<p>A Plan for Collaboration Among Students</p>
<p>How to Do Virtual Assessment</p>	<p>The focus of this Cycle is on teachers creating an online assessment and a plan for feedback using small group or 1:1 virtual student conferences. Facilitators will help teachers design differentiated follow-up plans based on the formative data.</p>	<p>An Online Assessment with Student Feedback</p>
<p>How to Help Students be Engaged and Self-Directed as Virtual Learners</p>	<p>Teachers develop a shared visioning virtual lesson plan that empowers students to create self-directed learning goals and methods for self-assessing. Facilitators will share ideas and learning contract templates designed to increase student ownership and accountability.</p>	<p>A Group Visioning Lesson</p>

Hybrid/Remote/Blended Learning Instructional Models

Cycle	Objective	Artifact/ Portfolio Evidence
Playlist in Action	Teachers and leaders will explore the Playlist model of blended learning through a watch-through reflection, then tinker with ideas to reinvent a lesson using the Playlist model.	Playlist mockup
Station Rotation in Action	Teachers and leaders will explore the Station Rotation model through a watch-through reflection, then tinker with ideas to reinvent a lesson using the Station Rotation model.	Station Rotation lesson
Whole Group Rotation in Action	Teachers and leaders will explore the Whole Group (Lab) Rotation model of blended learning through a watch-through reflection, then tinker with ideas to reinvent a lesson using the Whole Group Rotation model.	Whole Group Rotation lesson
Flipped Learning in Action	Teachers and leaders will explore the flipped learning model through a watch-through reflection, then tinker with ideas to reinvent a lesson using the flipped model.	Reimagined flipped lesson
Blended Learning Model Overview	Teachers and leaders will explore the different blended learning models and use a template to identify the best fit instructional models to start with.	Blended lesson plan
Planning for Flipped Learning	Teachers will explore the benefits of the Flipped model and plan for either an out of class or in-class flip.	Flipped lesson plan
Station Rotation with Online Discussion	Teachers will explore the use of online discussion tools to hear all student voices, then use a template and rubric to create an online discussion lesson in their class.	Station Rotation or WGR with online discussion plan; discussion rubric
Station Rotation with Digital Creativity & Collaboration	Teachers will explore the use of the digital station for creativity and collaboration, then use a template to plan for a station rotation with creativity focus.	Station Rotation with digital creativity plan; creativity rubric

Station Rotation with In-Class Flip	Teachers will explore the use of the digital station for direct instruction then use a template to plan for a station rotation with in-class flip for direct instruction.	Station Rotation with digital direct instruction plan
Station Rotation with Digital Practice	Teachers will explore digital curriculum that offers adaptive or semi-adaptive practice, then plan a rotation lesson using a template to implement a digital practice station.	Station Rotation with digital practice station plan
Whole Group Rotation	Teachers will explore and plan for a whole-group rotation using a lesson template and hyperdoc.	WGR lesson plan with hyperdoc
Planning for Hybrid Learning	Teachers and leaders will explore components of hybrid learning and create structures to support each component: blended face-to-face and remote learning.	Planning for Hybrid Learning Template

Remote Learning Pedagogy / The Survive to Thrive Playlist

Cycle	Objective	Artifact/ Portfolio Evidence
Building a Digital Toolbox	This session focuses on teachers creating a core digital toolbox, which includes a tool for sharing assignments (LMS or hyperdoc), digital curriculum, and a tool for assessing student work online. Access the LINC Digital Toolbox “top picks” as part of this session.	A Core Digital Toolbox
One Week of Self Paced Learning	This session supports teachers in preparing a week of learning organized in a hyperdoc. We recommend leaders share tips and strategies for how to schedule the work and create guidelines for digital citizenship and remote learning norms.	A Week of Learning in a Hyperdoc
Setting Up Virtual Sessions for Whole Class, Small Group and 1:1 and Teacher Time	This session focuses on helping teachers establish Zoom or Google Hangout accounts and setting up their first meeting link and ready to share with students and/or families. Facilitators will share tips and strategies for how to have engaging, productive virtual sessions, and how to establish virtual meeting norms.	A Zoom or Google Hangouts Meeting with Students or Parents

<p>How to Create Engaging Screencasts</p>	<p>Use this session to focus on teachers creating a recorded screencast that is ready to share with students. Facilitators provide screencasting tips and ideas for how to make screencasts engaging and interactive.</p>	<p>A Recorded Screencast</p>
<p>How to Support Student Collaboration in the Virtual Space</p>	<p>Use this session to help teachers develop a plan for using online discussions or shared document/slides for student collaboration. Facilitators will share templates and structures for successful online collaboration.</p>	<p>A Plan for Collaboration Among Students</p>
<p>How to Do Virtual Assessment</p>	<p>The focus of this Cycle is on teachers creating an online assessment and a plan for feedback using small group or 1:1 virtual student conferences. Facilitators will help teachers design differentiated follow-up plans based on the formative data.</p>	<p>An Online Assessment with Student Feedback</p>
<p>How to Help Students be Engaged and Self-Directed as Virtual Learners</p>	<p>Teachers develop a shared visioning virtual lesson plan that empowers students to create self-directed learning goals and methods for self-assessing. Facilitators will share ideas and learning contract templates designed to increase student ownership and accountability.</p>	<p>A Group Visioning Lesson</p>
<p>Getting Started with Edpuzzle</p>	<p>Teachers will explore how to create an interactive, engaging video lesson through Edpuzzle and will learn how to assess student learning through embedded questions throughout the video. Teachers will become aware of the many features and options to meet students needs through use of this tool.</p>	<p>A Lesson with Edpuzzle</p>

Tools

Cycle	Objective	Artifact/ Portfolio Evidence
<p>Learning Management System (LMS)</p>	<p>Teachers will explore the various tools within most learning management systems then select a new tool within their LMS or a new LMS to try in their class.</p>	<p>LMS planning sheet</p>
<p>Differentiation with Schoology Grouping</p>	<p>Teachers and leaders will explore various grouping strategies and Schoology as a</p>	<p>Flexible grouping plan</p>

	differentiation tool through grouping and differentiated assignments.	
Increasing Connectivity & Agency with Schoology Discussion Features	Explore using Schoology to design dynamic discussions to build connectivity and agency in the community of learners.	Discussion icebreaker activity
Increasing Personalization and Agency Using Schoology Student Completion Rules	Teachers and leaders will explore the student completion rules feature in Schoology that will allow teachers to create self-paced learning playlists for students.	Student completion rules plan
Google Classroom 101: Setting Up Google Classroom	Teachers will explore Google Classroom through a watch-through reflection, then will set up a Google Classroom. Teachers will also learn to use the Stream to communicate with students and families, create one or more classes, organize materials by topics, and invite students by email or code.	Google Classroom set up and shared with students. Stream feature used to create announcements, organize materials through Topics.
Google Classroom 102: Creating Assignments	Teachers will explore Google Classroom's Classwork page through a watch-through reflection, then will set up assignments and assign work to students. They will also learn about the different types of assignments available in Google Classroom such as assignments, questions and materials.	Assignments created in Google Classroom ready to share with students.
Google Classroom 103: Providing Feedback to Students	Teachers will explore how to view classwork students submit in Google Classroom. Teachers will also learn how to give feedback to students on submitted classwork.	Feedback provided to students.
Differentiation with Google Classroom Grouping	Teachers and leaders will explore various grouping strategies and Google Classroom as a differentiation tool through grouping and differentiated assignments.	Flexible grouping plan.
Increasing Connectivity & Agency with Google Classroom Discussion Features	Explore using Google Classroom to design dynamic discussions to build connectivity and agency in the community of learners.	Discussion Icebreaker Activity.

<p>Getting Started with Google Hangouts Meet</p>	<p>Teachers will explore how to create a Google Hangouts Meet and sync the invitation to Google Classroom. Teachers will also learn how to use different features in Google Hangouts Meet to support teaching and learning.</p>	<p>Lesson with Google Meet</p>
<p>Getting Started with Google Docs</p>	<p>Teachers will explore Google Docs through a watch-through reflection, then will learn how to create, share, set permissions, edit, and respond in Google Docs.</p>	<p>Sharing and collaborating on a Document</p>
<p>Getting Started with Google Drive</p>	<p>In this cycle, you will learn how to locate your Google Drive, upload and create files, and share and organize your files.</p>	<p>Organized Drive with Shared Folders</p>
<p>Getting Started with Google Slides</p>	<p>Teachers will explore Google Slides through a watch-through reflection, then will learn how teachers and students can increase creativity and engagement using Google Slides.</p>	<p>Lesson with Google Slides</p>
<p>Getting Started with Google Forms</p>	<p>Teachers will explore Google Forms through a watch-through reflection on how to use Google Forms to create a quiz assignment or surveys for their students.</p>	<p>Form with Survey, Form with Quiz</p>
<p>Getting Started with Padlet</p>	<p>Teachers will learn how to set-up and create a Padlet to enhance creativity, connectivity, and engagement.</p>	<p>Plan for creating and using Padlet</p>
<p>Seesaw 101: Setting Up Your Seesaw Classroom</p>	<p>Teachers will explore Seesaw through a watch-through reflection, then will set up a Seesaw account. Teachers will also learn to add students to the class and learn how students sign on to their account.</p>	<p>Seesaw classroom set up and shared with students.</p>
<p>Seesaw 102: Creating & Customizing Activities</p>	<p>Teachers will explore creating and customizing activities in Seesaw through a watch-through reflection. They will also learn how to organize assignments into folders.</p>	<p>Create assignments in Seesaw</p>
<p>Seesaw 103: Providing Feedback & Tracking Growth</p>	<p>Teachers will explore how to provide feedback to students. Teachers will also learn how to track student growth over time in Seesaw.</p>	<p>Develop feedback structures and skills tracking in Seesaw</p>

Project-Based Learning (PBL)

Cycle	Objective	Artifact/ Portfolio Evidence
Intro to Project-Based Learning – Inquiry	Teachers will use of modify a template for a standards aligned inquiry learning experience providing choice to students for creatively demonstrating their learning.	PBL inquiry lesson
Shared Visioning for Effective Project-Based Learning	Teachers will help students reflect upon traditional learning compared to project-based learning, then design an activity to engage students in shared visioning around PBL in their class.	Student reflection activity
Formative Assessment in Project-Based Learning	Teachers will reflect on understanding and current use of formative assessment for project-based learning (PBL), choose a formative assessment tool, and try it in their class using a planning template.	PBL plan with formative assessment tool
Project-Based Learning Assessment through Student Conferences	Teachers will use a PBL conference template and a rotation model to plan for in-class academic conferences with students to increase student agency.	PBL student conference log
Design Thinking for Project-Based Learning	Teachers will explore the design thinking process and plan for use of design thinking in their PBL unit planning.	Design thinking problem definition and ideation plan
Project-Based Learning in a Blended Classroom	Teachers will explore the use of the digital station for creativity and collaboration in a PBL unit, then use a template to plan for a Station Rotation with creativity focus.	Blended learning lesson plan
PAACC-Based Project-Based Learning	Teachers and leaders will reflect on their current practice in incorporating PAACC components into PBL planning, then use a template to increase Personalization, Agency, Audience, Creativity, and Connectivity.	PAACC goal setting for PBL planning
Planning for Authenticity in PBL	Teachers will explore tools and strategies to build an authentic task and authentic audience for project-based learning.	PBL plan for authentic task and audience
Unpacking Standards to Align Project-Based Learning	Teachers will “unpack” a standard to align it to project tasks in a PBL unit, and help students reframe the learning outcome in student facing language.	Unpacked standard with PBL task alignment

Project-Based Learning Sustained Inquiry via Playlist	Teachers and leaders will explore building sustained inquiry using research playlists.	Sustained inquiry hyperdoc playlist
Connectivity in Project-Based Learning	Teachers will explore tools and strategies to build connectivity and collaboration within and beyond their class to allow students to find answers and resources to their driving questions.	Lesson plan to use a new connectivity tool

Teacher Mindset and Capacity

Cycle	Objective	Artifact/ Portfolio Evidence
Building a PAACC Mindset	Teachers and leaders will reflect on their current mindset around learning and technology implementation, then use a template to set new PAACC aligned goals for their classes to increase Personalization, Agency, Audience, Creativity, and Connectivity.	PAACC plan for reimagined lesson
The Why and What of Blended Learning	Teachers and leaders will explore the blended learning models from the standpoint of solving prominent classroom challenges, focusing on the why and defining key concepts.	Blended learning design plan
Rethinking the Traditional Workflows	Teachers do far too much of the work in classrooms. Teachers must rethink traditional workflows and encourage students to take the lead when it comes to thinking critically about their work, evaluating what their work reveals about their skill sets, and reflecting on their learning. If teachers rethink traditional workflows, they can improve learning for students and save themselves hours of work!	Plan to for a student-led workflow
Task Analysis	Teachers will analyze tasks and revise them to increase their level, standard complexity, and PAACC alignment.	Learning task revision plan
Solving Pedagogical Problems through Action Research	In this cycle teachers will identify a need or problem of practice and go through the LINC action research cycle of Reflect, Tinker, Grow to develop a solution.	Action research plan

Teacher as Pedagogical Problem Solver	In this transformational cycle you will examine your beliefs about what it means to be a teacher, and explore mindsets and methods that will empower you to ignite authentic learning.	Solving pedagogical problem plan
Grouping Students for Differentiated Instruction	In this cycle, learners will analyze student work and/or data and will create differentiated grouping structures based on the needs of students. Learners will then match the blended model to student needs to determine how best to deliver instruction.	Differentiated groups
21st Century Professional Development Planning	Teachers will build a personalized learning plan, setting goals for cycle or playlist completion, class visits, and badges or microcredentials.	Personalized PD document
Building and Supporting 21st Century Professional Learning Communities	Teachers and leaders will explore their internal structures of professional development support and form or maximize use of professional learning communities.	PLC structure document
Creating Your LINCspring Implementation Plan	Leaders learn how to get the most out of LINCspring by creating a plan for next generation professional development, focused on teacher agency and personalized adult learning.	Implementation Plan for Administrators & Coaches

Blended Classroom Environment & Culture

Cycle	Objective	Artifact/ Portfolio Evidence
Empowering Students through Shared Visioning	Teachers and leaders will reflect upon the student perception of learning and assumptions about learning roles, then design an activity to engage students in shared visioning around 21C learning and teacher/learner responsibility.	Shared visioning activity
Collaborative Class Contract	Teachers and leaders will reflect upon current mindset around technology and responsible use, then design an activity to collaborate with students on a class contract.	Class contract

Our Learning Stories	Teachers and Leaders will reflect upon their own perspectives and beliefs about learning, their stories as learners, identifying opportunities and strategies for mindset shift.	Learning stories student activity
21st-Century Class Environment	Teachers will plan for use of routines and structures to try in their class for effective management of a blended environment.	Class management plan
Onboarding and Supporting Students	Teachers will design an activity to bring students into a new digital environment or the use of a new digital tool, structuring a process of skill building and expectation setting for support.	Onboarding activity

PAACC Aligned Cycles (Student-Centered Learning)

Cycle	Objective	Artifact/ Portfolio Evidence
Agency through Student Choice Playlist	Teachers will plan a choice-based activity using a Playlist template.	Playlist with choice
Planning for Authentic Learning	Teachers will explore tools and strategies to build authentic learning then select one to try in their class.	Lesson plan with audience tool
Planning for Connectivity and Collaboration	Teachers will explore tools and strategies to build connectivity and collaboration within and beyond their class, then apply one in their class.	Lesson plan using collaboration platform and rubric

Assessment

Cycle	Objective	Artifact/ Portfolio Evidence
Formative Assessment	Teachers will reflect on understanding and current use of formative assessment, choose a formative assessment tool, and try it in their class using a planning template.	Lesson plan using formative assessment

<p>Empowered Assessment through Student Conferences</p>	<p>Teachers will use a conference template and a rotation model to plan for in-class academic conferences with students.</p>	<p>Student conference log</p>
<p>Assessment Tools</p>	<p>Teachers will reflect on the current use of apps that facilitate formative assessment, explore new assessment tools, and try a new tool in their class to generate formative data.</p>	<p>Assessment lesson plan with use of new tool</p>
<p>Getting Started with Edpuzzle</p>	<p>Teachers will explore how to create an interactive, engaging video lesson through Edpuzzle and will learn how to assess student learning through embedded questions throughout the video. Teachers will become aware of the many features and options to meet students needs through use of this tool.</p>	<p>Plan for creating and using Edpuzzle</p>