Imagine Science Corner Logic Model

Imagine Science Corner is a non-adaptive enhancement solution designed to supplement any core science curriculum by offering additional opportunities for students in Grades K–5 to experience digital-first science learning. Imagine Science Corner is designed to expose learners to engaging science phenomena and promote curiosity.

The logic model below provides a conceptual model of how Imagine Science Corner is intended to work, the resources required to make it effective, and the outcomes that teachers can expect students to demonstrate.

Program Inputs

**IMAGINE SCIENCE CORNER**
- Scientific phenomena-based video lessons with engaging instructional activities
- Embedded science glossary with age-appropriate definitions
- Real-world discourse questions that encourage critical thinking
- Scaffolded practice items with feedback within lessons
- Lessons provided entirely in Spanish and English
- Printable vocabulary activities to demonstrate creativity and reinforce key terms
- Project-Based Learning (PBL) investigations to encourage critical thinking, creativity, communication, and collaboration
  - Implementation guide and teacher guide
  - Rubrics for scoring
- Assignment builder to support district core science curriculum scope and sequence
- Reports for teachers to track students’ lesson progress

**IMAGINE LEARNING**
- Initial onboarding and implementation support
- Professional development and coaching for teachers and administrators
- Flexible implementation models for content delivery
- Customer support to troubleshoot immediate issues

**DISTRICT**
- Networked computers with proper memory, media appliances, and headsets
- Adequate classroom or lab space
- Online access to Imagine Science Corner and appropriate bandwidth to support use
- School implementation plan
Classroom Activities

STUDENT ACTIVITIES
- Minimum of 20 minutes every other week spent on video lessons
- Complete offline vocabulary printable worksheets to support each video lesson (based on teacher assignment)
- Participate in a Problem-Based Learning (PBL) investigation (based on teacher assignment) for either:
  o 50-minute sessions 3 days per week for 3 weeks, or
  o 45-minute sessions for 5 days per week for 2 weeks

TEACHER ACTIVITIES
- Identify and assign lessons for implementation
- Implement program video lessons for a minimum of 20 minutes every other week to support core science curriculum
- Monitor student progress using teacher dashboard
- Optionally identify, plan, support, and score PBL implementation

Outputs

STUDENT OUTPUTS
- Logged student program utilization in active time, lessons completed, and knowledge checks
- If assigned by teacher, complete offline vocabulary printable
- If assigned by teacher, actively engage in PBL investigations and create final group product

TEACHER OUTPUTS
- Teachers feel prepared to implement Imagine Science Corner
- Teachers feel supported in teaching science content
- Teachers have regularly scheduled science instruction for students
- Teachers understand students’ mastery of lessons

Outcomes

SHORT-TERM
- Teachers have resources for consistently providing high-quality science instruction
- Students exposed to engaging scientific phenomena and inspire students’ curiosity to drive scientific understanding
- Student development of some disciplinary core ideas is supported
- Improved creativity, communication, critical thinking, and collaboration skills (Four C’s of STEM)
- Improved standardized science test scores

LONG-TERM
- Increased interest and participation in science as a field of work
- Increased interest in science as a subject
- Developed students higher-order creativity, communication, critical thinking, and collaboration skills for college and career readiness