

Professional Learning Logic Model

Imagine Learning Professional Learning provides curriculum-based, job-embedded support designed to help educators effectively implement high-quality instructional materials (HQIM) in ways that align to local goals, instructional priorities, and classroom contexts. Through a connected system of professional learning experiences including structured sessions, coaching, collaborative learning, and flexible ongoing support, educators build the knowledge, skills, and confidence needed to translate curriculum into high-impact classroom instruction.

This logic model illustrates how Imagine Learning Professional Learning partners with educators and school systems to strengthen curriculum implementation, instructional practice, and continuous improvement efforts that support stronger, more equitable student outcomes.

Program Inputs

Imagine Learning Professional Learning

- Curriculum-Based Professional Learning (CBPL) aligned to HQIM implementation, grounded in real classroom practice
- Practical platform and technical training to support effective use and management of digital tools and resources
- Differentiated professional learning partnerships providing tailored levels of support, coaching, and system alignment
- Professional learning experts with experience in HQIM implementation and instructional practice
- Job-embedded professional learning experiences, including:
 - Facilitated workshops (onsite and virtual)
 - Coaching cycles, lesson labs, learning walks, and support for Professional Learning Communities (PLCs)
 - Leadership-focused professional learning and coaching
- Flexible, ongoing learning ecosystem, including:
 - Community Learning Sessions
 - Self-paced, asynchronous courses
 - 1:1 expert guidance and curated learning resources
- Professional Learning subscriptions and token-based access models enabling scalable, educator-directed, just-in-time learning
- Data-informed supports, including participation insights, feedback, and usage reporting
- Professional learning grounded in key principles:
 - Educator-centered and context-specific
 - Curriculum-connected
 - Sustained, collaborative, and flexible
 - Equity-focused and responsive to diverse educator, student, and community contexts

District

- Adoption of high-quality instructional materials (HQIM)
- Technology access for professional learning platforms (e.g., IL On-Demand)
- District and school leadership engagement and implementation planning
- Time and structures for educator participation in professional learning
- Commitment to instructional improvement and alignment across systems

Educator Activities

Teacher Activities

- Participate in professional learning sessions aligned to HQIM and instructional goals (workshops, community sessions, or courses)
- Engage in ongoing, job-embedded learning through coaching, lesson labs, and collaborative reflection
- Connect curriculum resources and instructional approaches to their own teaching practices, classroom context, and student needs
- Apply HQIM-aligned instructional strategies in classroom practice
- Use embedded assessments and data to inform instruction and differentiate learning
- Reflect on instructional practices and adapt implementation to support equitable access and engagement for diverse learners
- Access on-demand learning, expert guidance, and resources to address instructional needs
- Progress through stages of implementation (foundational understanding → deepening practice → sustained use)

Leader Activities

- Participate in leadership-focused professional learning to build understanding of HQIM and instructional expectations
- Monitor implementation through data, learning walks, and observation of classroom practice
- Support teachers through coaching structures, feedback cycles, and collaborative learning opportunities
- Establish systems and structures for sustained, curriculum-aligned professional learning
- Align district and school practices to support consistent, high-quality instruction
- Promote equitable implementation conditions that support access to high-quality instruction across schools, classrooms, and student groups

Outputs

Teacher Outputs

- Participation in professional learning experiences (sessions, coaching, courses, and community learning)
- Engagement with ongoing learning supports (subscriptions, resources, expert guidance)
- Completion of learning activities and demonstrated application of HQIM-aligned strategies
- Increased use of program features and instructional practices aligned to HQIM
- Documented progress through implementation stages
- Increased educator capacity to implement instruction that supports diverse learner needs and equitable access to HQIM

Leader Outputs

- Implementation of structured professional learning plans and support systems
- Use of data and reporting tools to monitor educator participation and progress
- Increased visibility into teacher engagement, learning, and implementation practices
- Establishment of collaborative professional learning structures across schools

Outcomes

Short-Term

- Teachers build confidence and understanding of HQIM and instructional design
- Increased educator engagement in sustained, curriculum-based professional learning
- Improved use of HQIM features and instructional strategies aligned to intended design
- Increased access to targeted, flexible professional learning aligned to educator needs
- Increased educator capacity to implement instruction that supports diverse learner needs and equitable access to HQIM
- Leaders build understanding of curriculum and their role in supporting implementation

Long-Term

- Improved student engagement in rigorous, standards-aligned learning experiences
- Increased student achievement on local, state, and national assessments
- Sustained, high-quality implementation of HQIM across classrooms and schools
- Stronger, system-wide instructional coherence and continuous improvement
- Increased teacher satisfaction, retention, and long-term instructional capacity
- Expanded equitable access to high-quality instructional opportunities for all students