

Sample Client Services Overview

This overview represents the services for one client of the professional learning partner.

Services Overview

Curriculum or Content Area (adoption)	Bridges in Mathematics	
Type of Professional Learning	Launch	
Number of educators serviced	<input type="checkbox"/> 1 - 50 <input type="checkbox"/> 51 - 100 <input type="checkbox"/>	<input type="checkbox"/> 101 - 500 <input checked="" type="checkbox"/> 501 - 1000 <input type="checkbox"/> 1000+
Audience (select all that apply)	<input checked="" type="checkbox"/> Teachers <input type="checkbox"/> School Leaders	<input checked="" type="checkbox"/> Instructional Coaches <input type="checkbox"/> District Leaders
District Type	<input checked="" type="checkbox"/> Traditional District <input type="checkbox"/> Charter <input type="checkbox"/> Suburban <input type="checkbox"/> Greater than 20% of English language learners <input type="checkbox"/> Greater than 20% students with disability	<input type="checkbox"/> Private <input type="checkbox"/> Parochial <input type="checkbox"/> Rural <input type="checkbox"/> Greater than 60% of economically disadvantaged students <input type="checkbox"/> Greater than 80% students of color



District Size	<input type="checkbox"/> Fewer than 2,500 students <input type="checkbox"/> 2,500 to 10,000 students <input checked="" type="checkbox"/> 10,001 - 50,000 students	<input type="checkbox"/> 50,001 - 100,000 students <input type="checkbox"/> More than 100,001 students
Delivery Format	<input checked="" type="checkbox"/> Virtual <input type="checkbox"/> In-person <input type="checkbox"/> Hybrid	
Total Cost Range ¹	<input checked="" type="checkbox"/> Less than \$50,000 <input type="checkbox"/> \$50,000 - \$100,000 <input type="checkbox"/> \$100,001 - \$500,000	<input type="checkbox"/> \$500,001 - \$1,000,000 <input type="checkbox"/> \$1,000,000+

Services narrative

What were the goals of the professional learning? How did you work with the school or system to determine the goals and progress monitor for them throughout the engagement? (Limit 200 words)

While the learning goals for MLC’s launch workshop are standard, prior to the launch workshop, MLC coordinators engaged the district in a discovery process to understand their needs, history, previous professional development, and any contextual details that would inform the workshop. MLC shared this information with facilitators at a pre-workshop preparatory meeting.

MLC Getting Started (launch) workshop goals for *Bridges® in Mathematics*:

1. Understand the components, structures and management of Bridges and ways these equitably support every student’s development of conceptual understanding, procedural fluency, problem solving, and reasoning.
2. Understand how the various Bridges components work together to support every student’s progress toward meeting the

¹ Includes any travel related expenses, etc.

Mathematics Content and Practice Standards.

3. Understand the range of resources for implementing effective and equitable teaching and assessment practices.

How was this professional learning customized to meet the educators' needs? How were facilitators prepared to meet the needs of participants? (Limit 200 words)

While the learning goals for MLC's launch workshop are standard, MLC offers schools and districts variations in format (in-person or synchronous remote), duration (one or two days), and grade band (K-5, K-2, 3-5, or single grade) to best meet the needs of the school and educators. Prior to the launch workshop, MLC coordinators engaged the district in a discovery process to understand their needs, history, and any contextual details that informed their curriculum adoption or would inform the workshop. These details were shared with facilitators at a pre-workshop preparatory meeting.



Describe the delivery structures employed and how often participants were able to participate in professional learning over the length of the engagement. (Limit 200 words)

The district requested a grade-banded, one-day, remote launch workshop for *Bridges® in Mathematics*. Prior to the workshop, educators received access to the Bridges Educator Site (MLC’s online curriculum and professional learning website), as well as a participant packet that included an agenda, a set of self-study videos, and resources for engagement and reflection. Prior to the workshop, educators were invited to engage with a series of self-study videos, designed to offer foundational knowledge of the curriculum prior to their synchronous workshop.

During the workshop, educators engaged in a series of modules led by MLC facilitators. Modules emphasized the structure and purpose of core components of the curriculum. Educators had an opportunity to experience the math practices as learners and explore and plan with their grade-level curriculum materials. At the close of the workshop, educators were introduced to the Getting Started and Ongoing Implementation tabs on the Bridges Educator Site. These tabs include curated resources for educators designed to support their growth during the first year of implementation and beyond.

How did the professional learning build on previous work or set the foundation for additional professional learning? (Limit 200 words)

This workshop is designed to help educators gain familiarity with each component of *Bridges® in Mathematics* and understand how these components work in the classroom. Participants learned how to use Work Places, questioning techniques, and visual models to differentiate instruction for their students. During the workshop, participants engaged in meaningful mathematics, experienced the math practices as learners, and had the opportunity to collaborate with colleagues.