

## 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	Ongoing for Teachers	
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 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 type="checkbox"/> Virtual <input checked="" type="checkbox"/> In-person <input type="checkbox"/> Hybrid	
Total Cost Range <sup>1</sup>	<input type="checkbox"/> Less than \$50,000 <input checked="" 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)

Prior to the Examining a Month of Number Corner workshop, MLC coordinators engaged the district in a discovery process to reflect on the start of their *Bridges in Mathematics* implementation, understand previous professional learning, address priority questions, and consider the type of workshop that would best support their implementation. At the close of the workshop, participants revisited the workshop’s goals, and considered important takeaways and ways they might integrate them into their regular practice.

MLC Examining a Month of Number Corner (ongoing for teachers) workshop goals for *Bridges® in Mathematics*:

<sup>1</sup> Includes any travel related expenses, etc.

1. Understand the purpose and structure of Number Corner workouts, as well as the role each plays in support of student learning.
2. Understand the mathematical ideas, visual models, strategies, and learning goals in preparation for teaching a month of Number Corner.
3. Understand how to use Bridges resources to support effective planning and instruction.

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

As the publisher of Bridges, MLC has created a Professional Learning Pathway designed to support schools and districts at different stages of implementation. Prior to the Examining a Month of Number Corner workshop, MLC coordinators engaged the district in a discovery process to reflect on the start of their *Bridges in Mathematics* implementation, understand previous professional learning, address priority questions, and consider the type of workshop that would best support their implementation. As a result of this discovery process, the district selected an in-person Examining a Month of Number Corner workshop. Relevant contextual details from the discovery process were shared with all 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)



During this three-hour in-person workshop, participants engaged in mathematics from December's Number Corner, examined each of the five essential workouts and completed a "jigsaw" activity where they unpacked the big ideas, visual models, strategies, and teaching tips for the month. The structure of the workshop is also designed to serve as a template for a set of planning practices that educators or grade-level teams can engage in for future months of Number Corner. At the close of the workshop, participants revisit the workshop's goals, considering important takeaways and ways they can integrate them into their regular practice.

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

This three-hour workshop is fundamental for a strong long-term implementation of Number Corner. It builds on the learning goals from MLC's Getting Started (launch) workshop. The Examining a Month of Number Corner workshop introduces a month's mathematics as well as important planning, pacing, and instructional practices. Teachers investigate visual models, strategies, and discourse practices within Number Corner.



**PROFESSIONAL  
LEARNING**  
PARTNER GUIDE

