



Think about your past experiences with the adoption of new materials. What are 1-3 words you would use to describe that experience?



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# Applying a Smart Adoption Process to the South Carolina List

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# Objectives



Participants will...

- Explore the 6 steps in a smart adoption process, emphasizing steps 3-4: studying materials
- Identify the role of the South Carolina Mathematics List is grounded in the smart adoption process.
- Reflect on current and past adoption experiences in order to identify opportunities for growth

# Agenda

1

Opening

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2

Overview of Smart Adoption Process

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3

Establish a Process & Developing a Lens

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4

Narrow & Winnow Choices

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5

Study, Decision, and Prepare to Launch

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6

Closing

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# What is a “smart” adoption process?

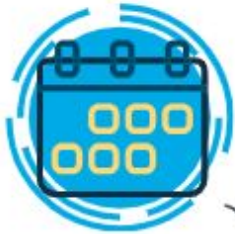
A smart adoption process is one that is...

- Inclusive
- Comprehensive
- Evidence-driven
- Unbiased
- Transparent
- Equitable



# 6-Step Adoption Process

1. Establish Your Process



2. Develop Your Lens



3. Know & Winnow Your Choices



4. Investigate the Materials



5. Make a Decision

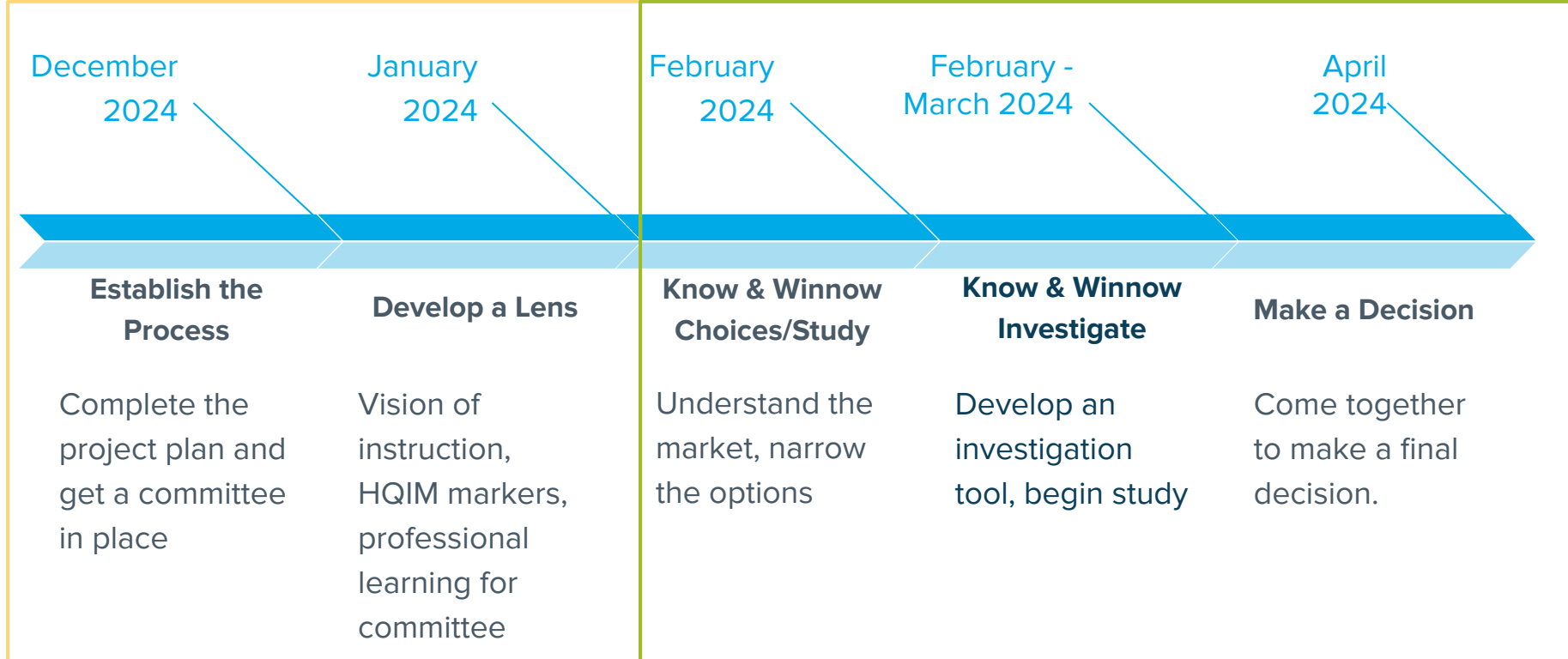


6. Launch

# Sample Activities Timeline

Where you are now

Next Steps



# Study



Know and Winnow  
Your Choices



Investigate the  
Materials

# South Carolina HQIM for Mathematics

The SC HQIM Mathematics Rubric is designed to reflect key characteristics of high-quality instructional materials aligned to the SC CCR Standards and Mathematical Process Standards.

District adoption committees begin with the SC Mathematics Instructional Materials State List to identify which high-quality options to investigate further aligned to their instructional vision and priorities.

Districts may utilize the rubric as a resource for their investigation.

## Move From

- ❑ Choosing what your neighboring district selected
- ❑ Looking only at the “big name” publishers
- ❑ Trying to investigate too many programs



## Move To

- ❑ Understanding the specific needs of your district
- ❑ Learning about the current marketplace of materials
- ❑ Narrowing the field of choices to a select few for deep study

# Know and Winnow Your Choices



## Objectives in this step:

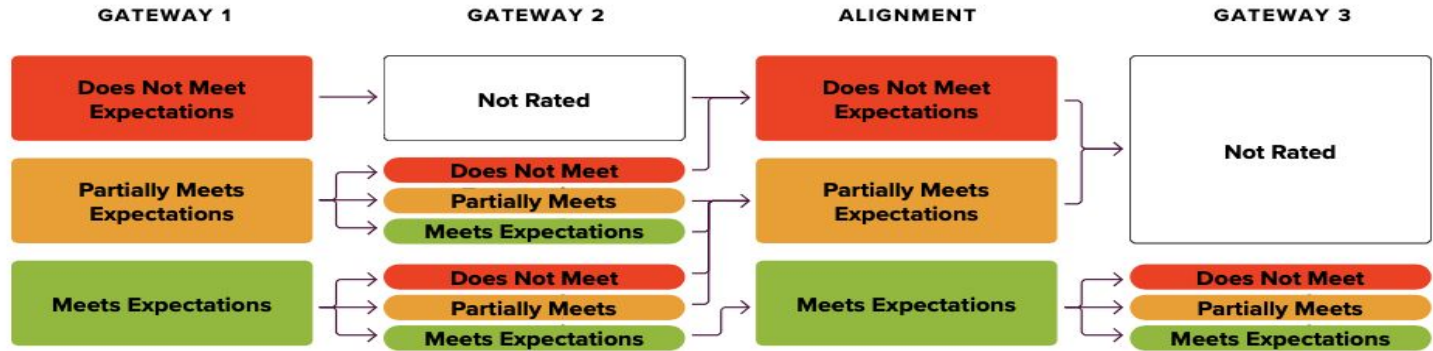
- ❑ Understand the materials on the state list and work toward identifying a subset of programs that can be deeply investigate
- ❑ Learn about the programs on the state list using EdReports.org
- ❑ Conduct initial research
- ❑ Apply your district lens to this research and decide which **2-3 resources** you plan to **review**.

# Our Reviews

## Educators create our review tools:

- Incorporated input from a national listening tour of experts and stakeholders
- Designed for consistency with other review tools ( ie: IMET, EQuIP) and informed by state adoption processes

Each review follows a gateway system:



# A Strong Starting Place

**edreports**

Explore Reports ▾ Our Process ▾ Resources ▾ Impact ▾ About Us ▾

## Materials Matter

We provide free reports that help you evaluate instructional materials because high-quality content matters to teachers, to kids, and to our collective future.

Select a subject to browse reports

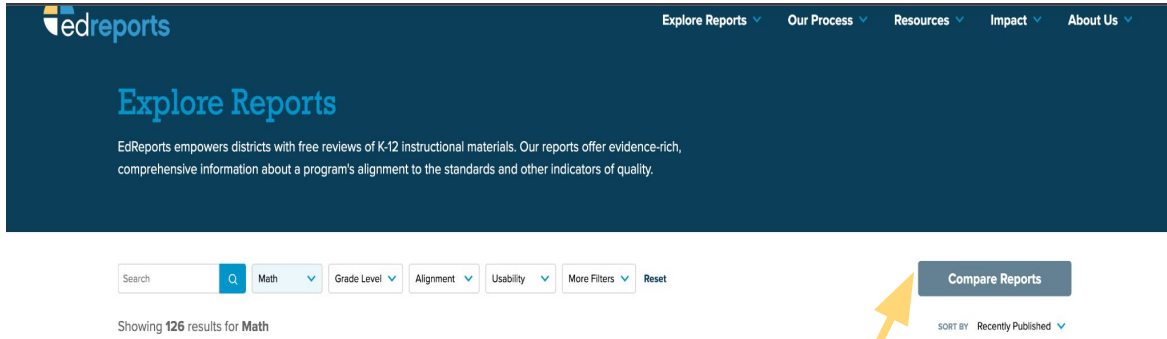
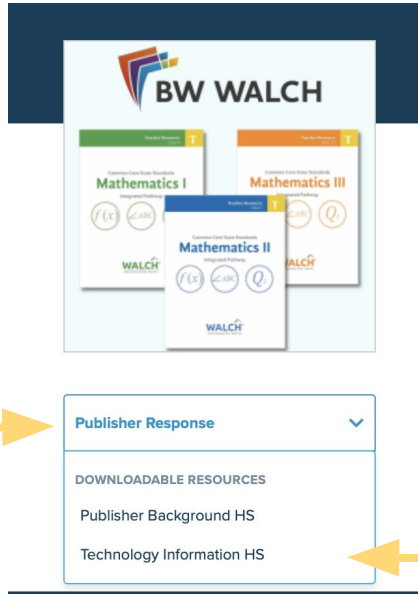
ELA Math Science Explore All Reports

Search our reports 🔍

EdReports.org

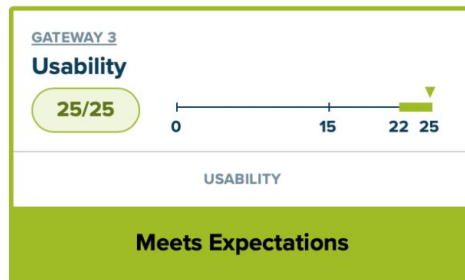
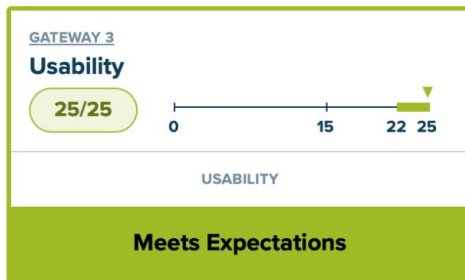
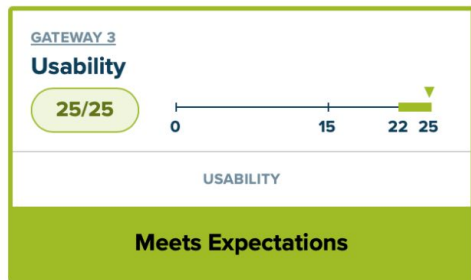
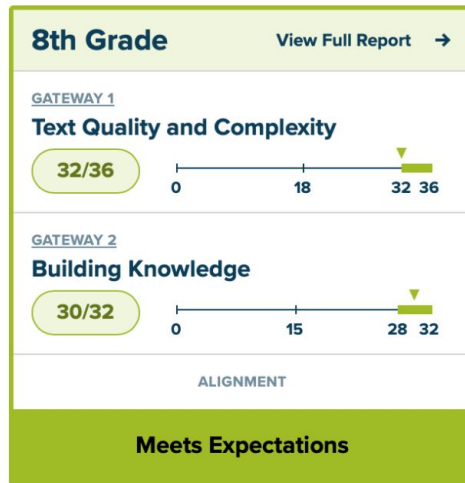
- Resources ➡ Adoption Steps
- Explore Reports

# Overview of Tools/Evidence Guides



- Publisher's Response
- Technology Information (ex. 1:1 Digital/Print Resource)
- Compare tool

# From high-level summaries...



# down to the finest detail.

## Indicator 2A

Texts are organized around a cohesive topic(s) to build students' ability to read and comprehend complex texts independently and proficiently.

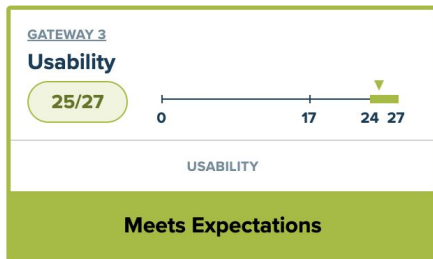
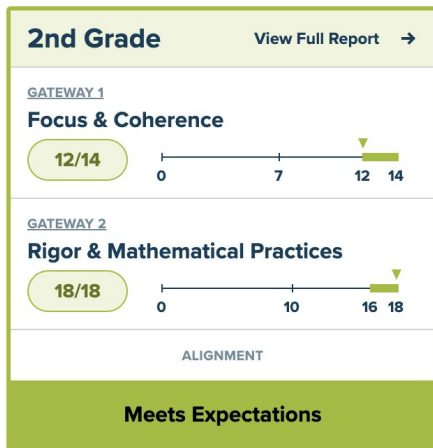
The materials reviewed for Grade 6 meet the criteria for Indicator 2a.

The materials are grouped around topics/themes to grow students' knowledge over the course of the school year. The sequence of texts around these topics/themes helps students to read and comprehend complex texts independently and proficiently. Texts within units are connected and arranged by topics around an essential question.

Texts are connected by a grade-appropriate cohesive topic/theme/line of inquiry. Texts build knowledge and the ability to read and comprehend complex texts across a school year. Examples include, but are not limited to, the following:

- In Unit 1, Childhood, the selection of texts lead to analysis and discussion around the following Essential Question: "What are some of the challenges and triumphs of growing up?" The unit begins with a launch text called *Wagon Train at Dusk* by Joe Muniz. It continues with Whole-Class, Small-Group, and Independent reading that all connect back to the Essential Question, including *Brown Girl Dreaming* by Jacqueline Woodson, "Declaration of the Rights of the Child" by The United Nations General Assembly, and an excerpt from *Bad Boy* by Walter Dean Myers.
- In Unit 4, Imagination, students focus on this Essential Question: "Where can imagination lead?" In this unit, the Launch Text models a fictional narrative, which is the "mode of writing that will be at the core of the Performance-Based Assessment." The students read "The Great Universal Undo" by M. Vasquez. Additional texts in the unit all connect to the theme and culminate in a unit assessment in which the students write a short story that explores the following question: "What might happen if a fictional character were to come into the real world?" Some of these texts include *The Phantom Tollbooth, Acts I and II* by Susan Nanus, based on the book by Norton Juster, *the Jabberwocky from Through the Looking-Glass* by Lewis Carroll, and the reflective essay "The Importance of Imagination" by Esha Chhabra.
- In Unit 5, Exploration, texts all connect to the Essential Question: "What drives people to explore?" This unit begins with an argument with a title that matches the Essential Question and acts as a model for the student Performance Assessment. All text and media in this unit is connected to the theme of exploration, including the memoir *A Long Way Home* by Saroo Brierley, the news article "Mission Twinpossible" by *TIME for Kids*, and the graphic novel *Lewis & Clark* by Nick Bertozzi.

# Not All Greens Are Created Equally



## Indicator 1A

Materials assess the grade-level content and, if applicable, content from earlier grades.

The materials reviewed for Reveal Math Grade 2 meet expectations for assessing grade-level content, and if applicable, content from earlier grades. Summative Assessments include Unit Assessments (Forms A and B), Unit Performance Tasks, Benchmark Assessments, and Unit Performance Tasks in the digital Teacher Center are

**Criterion 1.1: Focus**

04/06

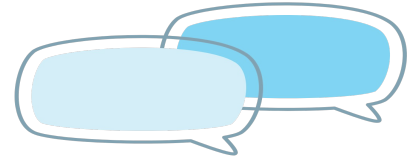
**Indicator 1A**

02/02

**Indicator 1B**

02/04

# In the Chat



Reflect on 1 or more of the prompts below:

- **How might using this information to help inform a selection decision?**
- **How could you use the instructional vision to understand and unpack the information in the reports?**

# Study



Know and Winnow  
Your Choices



Investigate the  
Materials

# In the Chat



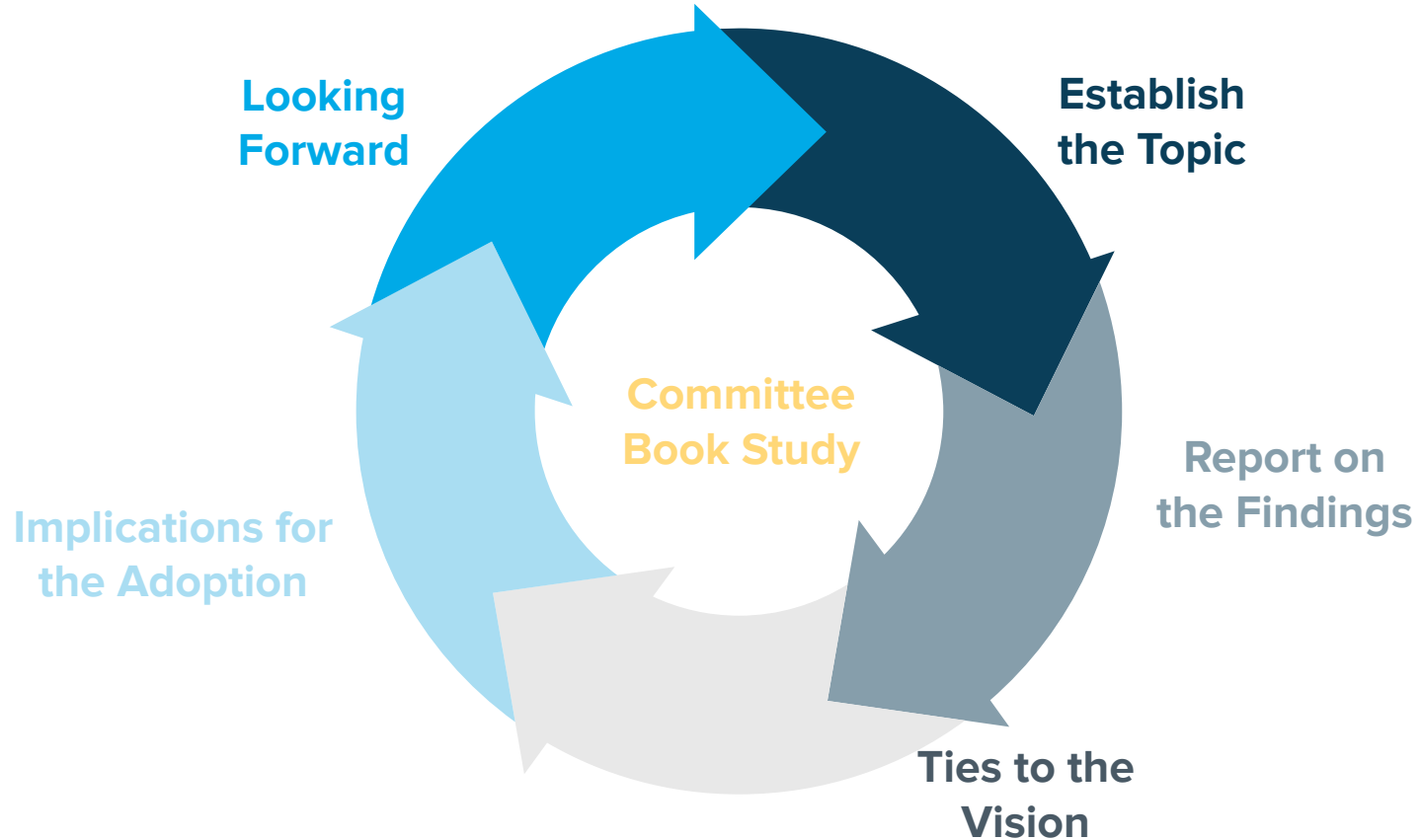
When you think about “investigating materials”, what comes to mind? How have you reviewed materials or helped others do that?

# Investigation Strategies

- **Book Study**
- **PLC/Grade Level Unpacking**
- **Publisher Presentation**
- **Field Test/Pilot**



# Materials Book Study



# PLC Deep Dive

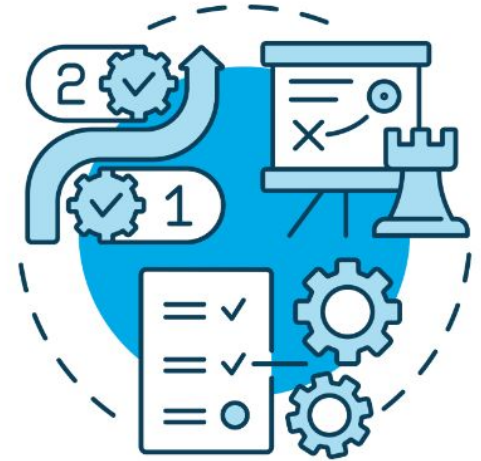


- **Plan a lesson, or series of lessons**, together to learn more about the lesson structure and protocols.
- **Teach a lesson to colleagues** as a way to understand the flow of the lessons and practice any protocols.
- **Look at a module or unit** to understand how the materials support multilingual learners or students with unfinished learning.
- **Unpack a module** to see how district priorities are addressed; test out any protocols or strategies with students.

# Publisher Presentation

Three best practices for engaging with publishers:

1. Do your homework
2. Prepare and share questions in advance
3. Focus on the content and specific priorities



# Field Tests and Pilots



- **Establish the purpose for the pilot.** Make sure you know exactly what you're trying to learn about the materials that can only be learned in a pilot.
- **Test routines and sample activities from the materials in classrooms** rather than an in-depth teaching of months-long or year-long material.
- **Plan for pilots with the student experience in mind.** Ensure the learning objectives and scope fit within the overall academic year so that standards and skills are not inadvertently missed.
- **Set a limited time** for the field test based on what you want to learn.

# Decide and Launch



Make a Decision



Launch

# Make a Decision



## Objectives in this step:

- ❑ Examine the evidence from Step 4 to determine the best materials based on instructional vision and needs
- ❑ Communicate necessary steps for procuring and distributing materials, including following required policies and procedures for final approval
- ❑ Communicate with various stakeholders the final decision
- ❑ Determine the professional learning opportunities that are needed for teachers and site leaders who are implementing the new materials - both at launch and ongoing

# Launch



## Objectives in this step:

- ❑ Conduct initial training on materials
- ❑ Determine and communicate the expectations for material usage and how educators can receive support
- ❑ Develop and implement a system for feedback on the new materials
- ❑ Provide a coaching structure for educators to provide guidance, modeling and ongoing support

# 6-Step Adoption Process

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2. Develop Your Lens



3. Know & Winnow Your Choices



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6. Launch

# Headlines and Hashtags



**Think about all 2 phases we learned about today (Study & Decide and Launch). Write a headline or a hashtag that captures the most important aspect or theme of the process.**

THANK  
YOU!

Do you have questions or want to learn more?

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