



SOUTH DAKOTA  
**COMMON  
CORE**

# Aspiration

- **All students leave the K-12 system college, career, and life ready.**

# College, Career and Life Ready

All students graduate college, career and life ready.



**Students enter  
4th grade  
proficient or  
advanced in  
reading.**

**Students enter  
9th grade  
proficient or  
advanced in  
math.**

**The gap for  
Native American  
students is  
eliminated.**

**Students  
graduate high  
school ready for  
postsecondary  
or the workforce.**

Students have access to high quality standards and instruction.  
Students are supported by effective teachers and leaders.  
Students enter schools that provide an environment conducive to learning.

**Students have opportunities to engage in 21st century learning.**

**Students have access to high quality standards and instruction.**

**Students are supported by effective teachers and leaders.**

**Students enter schools that provide an environment conducive to learning.**

# High quality standards: South Dakota Common Core



# Common Core Standards: What are they?

- **Rigorous set of expectations for what students should know and be able to do**
  - English language arts and math
  - All grade levels K-12
- **Raise the bar for South Dakota students**



## The standards are:

- **Research-based**
- **Aligned to expectations for college and career readiness**
- **Benchmarked to top-performing nations**
- **Developed by educators**
- **Supported by business and higher education across the U.S.**



# Why are they necessary?

- **Increasingly competitive global economy requires higher-order thinking skills**
  - Nearly 80% of jobs in U.S. require postsecondary education or training



# Why are they necessary?

- **Standards promote solid mastery of the skills employers desire**
  - Ability to think critically and apply knowledge
  - Construct viable arguments and critique reasoning of others
  - Solve problems
  - Communicate effectively
- **Result? Students who are better prepared to compete in in today's and tomorrow's world**

# How are these standards different?

- Instruction places more emphasis on *understanding* and *application*, as opposed to memorization and test-taking
- Six major shifts in each content area

# How are these standards different?

- **Shifts in math**
  - **Focus**
  - **Coherence**
  - **Fluency**
  - **Deep understanding**
  - **Application**
  - **Dual intensity**

# How are these standards different?

- **Shifts in English-language arts**
  - Balance of literary and informational texts
  - Disciplinary knowledge
  - Staircase of complexity
  - Text-based response
  - Writing from sources
  - Academic vocabulary

# How did they come about?

- **States banded together to set consistent, high quality expectations**
  - Initiated by governors and chief education officers
  - Developed by teams of teachers, researchers, education experts
- **Adopted by states on voluntary basis**
- **SD Board of Education adopted November 2010**



# How do they allow for local control?

- Standards provide a framework
- Districts continue to choose curriculum and instructional materials, as they always have
- Teachers choose *how* to teach standards, using sound instructional practices

# Who supports them?

- **Education groups in South Dakota**
  - Associated School Boards of South Dakota
  - School Administrators of South Dakota
  - South Dakota Board of Regents
  - South Dakota Education Association
- **Business leaders and organizations**
  - U.S. Chamber of Commerce
  - Business Roundtable
  - National PTA



# Misconceptions

- **Common Core is federally mandated.**
  - State-led effort
  - Voluntarily adopted by 45 states
  - Not a federal requirement; no federal \$ taken in South Dakota
- **Adoption of standards was done without input.**
  - State law gives SD Board of Education authority to adopt standards
  - Followed public process with year of input from field and public hearing in November 2010





# Misconceptions

- **Common Core mandates a particular curriculum.**
  - Standards provide framework
  - Curriculum encompasses instructional materials, textbooks, etc.
  - Curriculum remains local decision
- **Students will no longer be reading classic literature.**
  - Balance of literature and informational text

# Misconceptions

- **Common Core standards “dumb down” the educational experience.**
  - Standards structured to require a deeper understanding
  - Concepts increasingly complex as student moves from grade to grade provide framework
  - Mastery requires application of knowledge

# Misconceptions

- **Implementing the standards will enable the federal government to track a student's personal data.**
  - No data collection associated with Common Core
  - SD not collecting any new data as a result of implementing
  - Student data protected by Family Educational Rights and Privacy Act

# Misconceptions

- **Implementing the standards will be costly.**
  - Standards adoption is cyclical process
  - Districts budget for regular updates of curriculum and instructional materials
  - Typically, cost comes in the area of assessment
  - Long-term, SD expects significant cost savings for assessment
  - SD Legislature approved \$8.4 million to train teachers in Common Core standards, new evaluation systems, and more



# Where can I learn more?

[commoncore.sd.gov](http://commoncore.sd.gov)

