Can Common Core Influence K–12 and College Mathematics Instruction?
Jaclyn M. Murawska
Saint Xavier University

Abstract
The Common Core State Standards for Mathematics have had a profound effect on K-12 curriculum, instruction, and assessment in the United States in recent years. This article explores the extent to which Common Core can also influence college mathematics instruction. After brief historical overview of the development and implementation of the Common Core and its related assessments, the pedagogical implications of the Common Core Standards for Mathematical Practice are highlighted. These practice standards, including notions of discourse, perseverance, and structure, capture the essence of what effective mathematics instruction at the college level looks like.

Jaclyn Murawska (murawska@sxu.edu) is an assistant professor of mathematics at Saint Xavier University in Chicago, Illinois. She specializes in teaching mathematics content and methods to K–12 preservice teachers. Her research focuses on exploring ways to increase preservice teachers’ mathematical knowledge for teaching. Currently, she serves on the board of directors of the Illinois Council of Teachers of Mathematics.