

## Teaching Secondary Mathematics: Techniques and Enrichment Units, Pearson eText with Loose-Leaf Version -- Access Card Package (9th Edition)

By Alfred S. Posamentier, Beverly S. Smith

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## **Editorial Review**

From the Back Cover

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- An alignment with the Common Core State Standards (CCSS), with special focus on the mathematical practices.
- An updated technology chapter that shows how current tools and software can be used for teaching mathematics.
- An updated chapter on assessment showing to provide targeted feedback to advance the learning of every student.

### About the Author

**Alfred S. Posamentier** is Professor of Mathematics Education and Dean of the School of Education of The City College of the City University of New York. He is the author and co-author of many mathematics books for teachers and secondary school students.

After completing his A.B. degree in mathematics at Hunter College of the City University of New York, he took a position as a teacher of mathematics at Theodore Roosevelt High School in the Bronx (New York), where he focused his attention on the teaching process in general and the improvement of students' problem-solving skills in particular. He developed the school's first mathematics teams and established a special class whose primary focus was enrichment topics in mathematics and problem solving. After six years as a high school teacher, Dr. Posamentier joined the faculty of The City College where he also received his master's degree. He began to develop in-service courses for secondary school mathematics teachers, focusing on practical classroom applications of educational research. These courses addressed such topics as the uses of new technology in mathematics instruction, efficient ways to teach weaker students, problem-solving strategies, and the enrichment of mathematics through a variety of ways including, but not limited to, recreational mathematics.

**Dr. Beverly Smith** is an associate professor and the Mathematics Education Program Director at the City College of New York. Believing that quality mathematics teachers must first have a deep knowledge of mathematics they teach and love for the discipline, she has worked to support new teachers as they prepare to teach in some of our country's most diverse school systems. Throughout her career, Dr. Smith has been a tireless champion of equity in education. Her early college teaching experience involved working under a federally funded Special Services grant to create a developmental mathematics program designed to support

at-risk inner-city students as they transitioned to college. While working toward her doctoral degree, she accepted a position at the State University of New York at Potsdam in the School of Education and worked with the Great Lake Collaborative to develop an integrated mathematics, science, and technology program for diverse K–12 schools from the Akwesasne Mohawk Nation all the way to the larger Syracuse City Schools.

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