



Parents as Partners in Education: Families and Schools Working Together, Enhanced Pearson eText with Loose-Leaf Version -- Access Card Package (9th Edition)

By Eugenia Hepworth Berger, Mari R. Riojas-Cortez

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Parents as Partners in Education is the most comprehensive book on the market covering the history of family/school collaboration, current issues and population trends affecting American schools and communities, diverse family structures, and techniques for establishing connections with parents and encouraging involvement with their child's learning (PreK- Grade 4). Among other themes, the book emphasizes the importance of funds of knowledge for children's development and for effective partnerships with families (the knowledge that children acquire from their families). This edition also adds the concept of funds of identity as a catalyst for educators to understand their own identity. Throughout the book the authors make connections to these concepts not only to help educators understand child development, but also to show how children develop within the context of their families. This edition also continues to highlight important parent involvement programs and how such programs are often successful because of an asset-based view of families, particularly of those that are culturally and linguistically diverse, as well as those with children with special needs. The Enhanced Pearson eText features embedded video and assessments.

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Editorial Review

From the Back Cover

Parents as Partners in Education is the most comprehensive book on the market covering the history of family/school collaboration, current issues and population trends affecting American schools and communities, diverse family structures, and techniques for establishing connections with parents and encouraging involvement with their child's learning. Among other themes, the book emphasizes the importance of funds of knowledge for children's development and for effective partnerships with families (the knowledge that children acquire from their families). This edition also adds the concept of funds of identity as a catalyst for educators to understand their own identity. Throughout the book the authors make connections to these concepts not only to help educators understand child development, but also to show how children develop within the context of their families. This edition also continues to highlight important parent involvement programs and how such programs are often successful because of an asset-based view of families, particularly of those that are culturally and linguistically diverse, as well as those with children with special needs.

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- ***Apply Your Knowledge*** links (two in each chapter) let students test their knowledge by applying it to different situations provided.
- ***Reflect and Analyze*** links let students stop and reflect on the information presented, and receive immediate feedback on the accuracy of their responses, typically a scenario.

About the Author

Eugenia Hepworth Berger became interested in parent involvement when she and her husband, Glen, became the parents of three children who attended public schools. A professional in early childhood education, sociology, family life education, and parent education for more than 35 years, she has two master's degrees and a Ph.D. in sociological foundations of education. Eugenia has been active in many professional organizations, including the Association for Childhood Education International, the National Association for the Education of Young Children (life member), and the National Council for the Social Studies. She served on the board for the National Association of Early Childhood Teacher Educators, the Colorado Association for Childhood Education, the Colorado Association for the Education of Young Children, and was president of the Rocky Mountain Council on Family Relations. After finishing her doctorate at the University of Denver, she became a faculty member at Metropolitan State College. She retired in December 1997 and is now professor emerita of education.

Mari Riojas-Cortez, Ph.D. is Chair and Professor in the Department of Interdisciplinary Learning and Teaching at the University of Texas at San Antonio. She received her Ph.D. in Curriculum and Instruction with an emphasis in bilingual education and early childhood education from the University of Texas at Austin. Her interest in family involvement began when she was a bilingual prekindergarten teacher at a public school district in San Antonio. Families were always very involved in her classroom in different ways and the influence on their children was noted in the way children excelled in school. Dr. Cortez realized early in her career that the success of young children came from families, even those who faced many challenges as long as they invested time working with them. Dr. Cortez research expertise includes Latino family involvement, children's play in school settings, and classroom ecology. Dr. Cortez has published in major early childhood journals including *Young Children*, *International Journal of Early Childhood*, *Early Childhood Education Journal*, *Advances in Early Education and Day Care*, and *Journal of Early Childhood Teacher Education*, among others. Currently, she is the editor for *Dimensions* a journal of the Southern Early Childhood Association (SECA).

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