



Dyslexia: A Collaborative Evaluation Approach
Hosted by Dr. Virginia Gonzalez

This two-part webinar series will help attendees learn how to build, partner and bridge clinical and educational best practices for assessment

Part 1: Tuesday, December 10, 2019
11:00 AM–12:00 PM CST

Part 2: Thursday, December 12, 2019
11:00 AM–12:00 PM CST

November 20, 2019



DEC SPOTLIGHT: News & Views from the Field

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INDUSTRY NEWS

What if every child could start school ready?



eSchool News

Children begin learning the moment they're born. That means it's never too early to begin setting children up for future academic success. When we talk to them and read to them, we expose them to a more literature-rich environment that helps them grow. Unfortunately, not all children receive that exposure, widening the achievement gap. Evidence of that gap begins to show up as early as kindergarten — and it affects students from economically disadvantaged backgrounds far more than their more privileged peers. [READ MORE](#)

When a zoo is more than just a zoo: Extending children's learning activities



Earlychildhood News

"Why do the children just play all day?" asks a parent. "How do you know if they are learning?" Teachers in child-centered classrooms are often asked these questions because parents (and administrators) sometimes have difficulty discerning whether real learning can take place without teachers using worksheets and children sitting at desks. As teachers abandon "refrigerator" art projects and holiday curricula in favor of following children's interests, they must learn to explain what they are accomplishing, both to themselves and to others. [READ MORE](#)

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New study examines the impact of different language models on DLLs language development



New America

A growing body of research suggests that DLLs' academic and language development is well supported by

dual language programs that provide instruction in English and the home language with the goal of bilingualism and biliteracy. A new study from the Urban Institute (funded by the Foundation for Child Development) extends this literature base by examining the impact of dual language on the English and Spanish oral proficiency of DLL children in Head Start. [READ MORE](#)

Conferring: A powerful tool across disciplines



MiddleWeb (commentary)

Teachers check-in with students frequently. These conversations are necessary and serve their purpose, but if those quick drive-by interactions are the only way we are talking to students about their learning, we're missing the beautiful opportunity to connect and engage in meaningful discussion. [READ MORE](#)

The simplest way to help young kids is to pay their teachers better



Quartz

Decades of research have shown that one of the best long-term investments a government can make is in improving vulnerable children's start to life. Research shows that support for pregnant women and for infants until they start school could help countries make a 10 to 13% return on investment each year. This would be in the form of enhanced productivity and better life outcomes, while the state would spend less on remedial education, healthcare and the criminal justice system. [READ MORE](#)

How free online college courses are changing the game for early childhood educators



EdSurge

On a recent morning in early October, when the day is in full swing, Dacie Derbidge settles onto a bean bag in a back corner at Little Leapers, the early learning center she opened two years ago, and hoists two girls onto her lap, balancing one on each thigh. The girls, both toddlers, are immediately entranced by Derbidge's animated reading of "Big Smelly Bear," a children's book by Britta Teckentrup. As she moves through the pages, Derbidge switches tones, adds inflection, pauses for dramatic effect and occasionally interrupts herself to ask the girls questions about the plot, testing their comprehension. [READ MORE](#)

Screen-based media associated with structural differences in brains of young children



Cincinnati Children's Hospital Medical Center via ScienceDaily

A new study documents structural differences in the brains of preschool-age children related to screen-based media use. The study, published in JAMA Pediatrics, shows that children who have more screen time have lower structural integrity of white matter tracts in parts of the brain that support language and other emergent literacy skills. [READ MORE](#)

In EdReports' 1st review of early-reading programs, no materials make the grade



Education Week

EdReports, the nonprofit curriculum reviewer, released its first reviews of foundational reading and writing skills programs — and none of the materials met the evaluator's highest standard. The organization, which evaluates curricula against the Common Core State Standards, looked at five programs. Three of them partially met EdReports' criteria: Puzzle Piece Phonics by Catawba Press, Foundations by Wilson Language Training, and the Fountas & Pinnell Phonics, Study, and Word Study System by Heinemann. [READ MORE](#)

Instructional alignment for sustaining the prekindergarten boost: Early findings from Boston



NIEER

Recently, our research team released findings from a set of studies on the Boston Public Schools Prekindergarten Program that examined whether and under what conditions the boost from their prekindergarten program lasts through third grade. Findings are summarized in both a recent policy brief and in a piece at Brookings's Brown Center Chalkboard. In short, we found that substantial prekindergarten advantages persisted when students competed for prekindergarten seats in high-quality elementary schools, as defined by the school's third grade test scores and not otherwise. [READ MORE](#)

Reading emergency in the US



Language Magazine

According to the National Assessment of Education Progress, also known as NAEP or the Nation's Report Card, students in the U.S. are getting worse at reading, and the achievement gap between the highest-performing students and lowest-performing students grew. The NAEP tests over 600,000 fourth- and eighth-graders in public and Catholic schools every two years in math and reading. [READ MORE](#)

Study: Math looks the same in the brains of boys and girls



NPR

There's new evidence that girls start out with the same math abilities as boys. A study of 104 children from ages 3 to 10 found similar patterns of brain activity in boys and girls as they engaged in basic math tasks, researchers reported Friday in the journal Science of Learning. "They are indistinguishable," says Jessica Cantlon, an author of the study and professor of developmental neuroscience at Carnegie Mellon University. [READ MORE](#)

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