

SUPPORTING PRESCHOOLERS' ACADEMIC SUCCESS

- Successful readers have strong vocabulary and language skills.
- Language is fundamental to reading.
- Many children from low-income backgrounds do not have the requisite reading skills by kindergarten. This is especially true for dual language learners (DLLs).
- Statistics show us that 50% of children living in poverty, and 75% of dual language learners (DLLs) do not read at a basic level in 4th grade.
- Poor reading skills can have long term effects, and lead to school dropout and limited job opportunities.
- Preschool is a critical time for addressing these skills.
- Preschool teachers can build children's vocabulary and language skills, which will help children learn to read and succeed later in school.

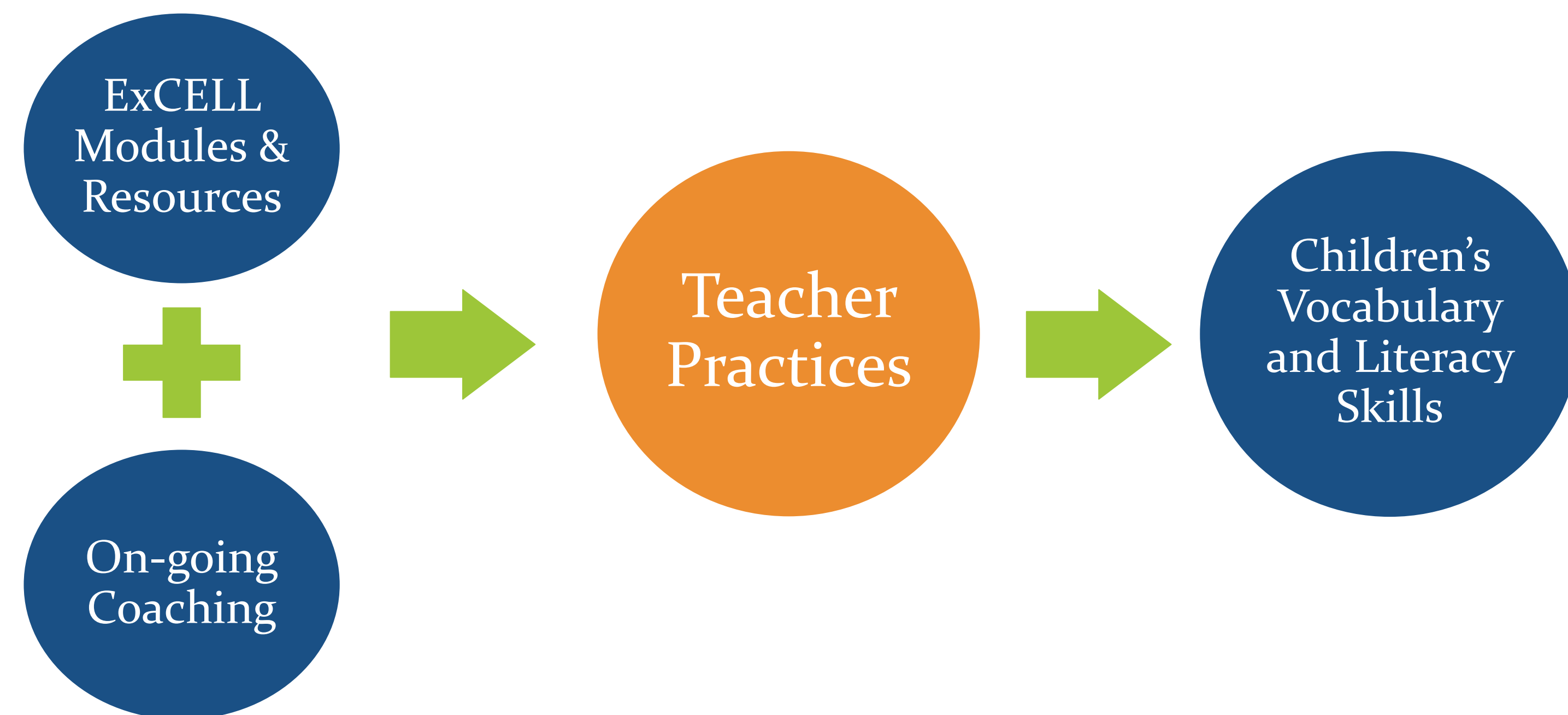


Effective Professional Development

- Unfortunately, many teachers do not receive adequate training to support children's language development, particularly those of DLLs.
- One-time sessions are not effective at helping teachers enhance their skills.
- Effective PD is on-going and paired with coaching.
 - Confirmed by Recent report on preschool programs in NYC DOE

EXCELL

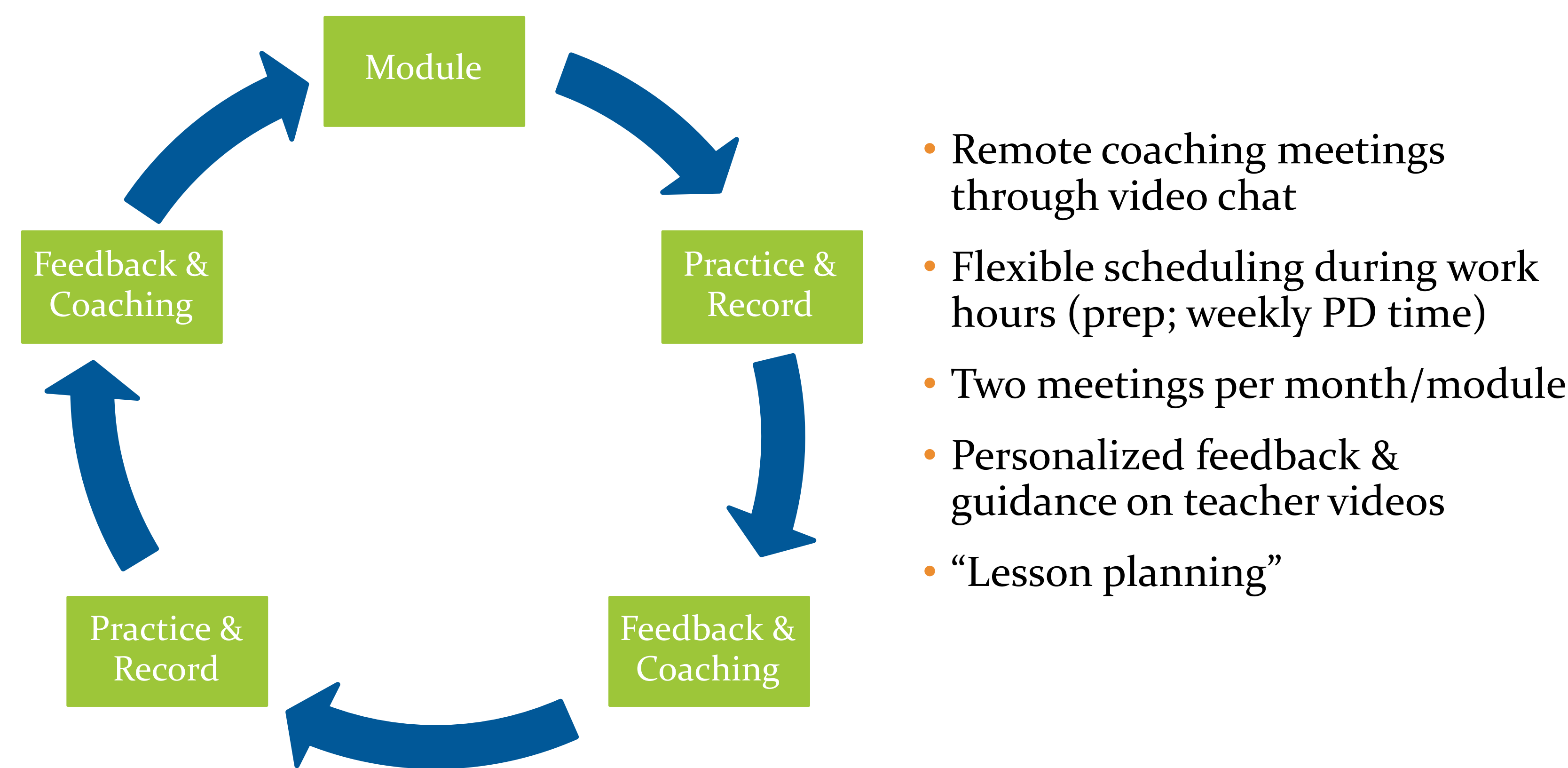
- ExCELL is an effective PD, designed to assist teachers promote children's vocabulary and language and ultimately their school success.



- A year-long, evidence-based professional development and coaching program (Wasik & Hindman, 2011; Wasik, Hindman, & Hammer, 2018).
- Offered to lead & assistant teachers/paraprofessionals pairs.
- Entirely on-line platform, accessible through website and tablet/phone app.
- Addresses language development of all children, with attention provided to the development of dual language learners (DLLs).
- Focus on building:
 - Vocabulary knowledge throughout the day
 - Expressive language through
 - Book reading
 - Conversations
- Home **and** English language skills
 - Children's home language is the foundation for their English language development



EXCELL COACHING



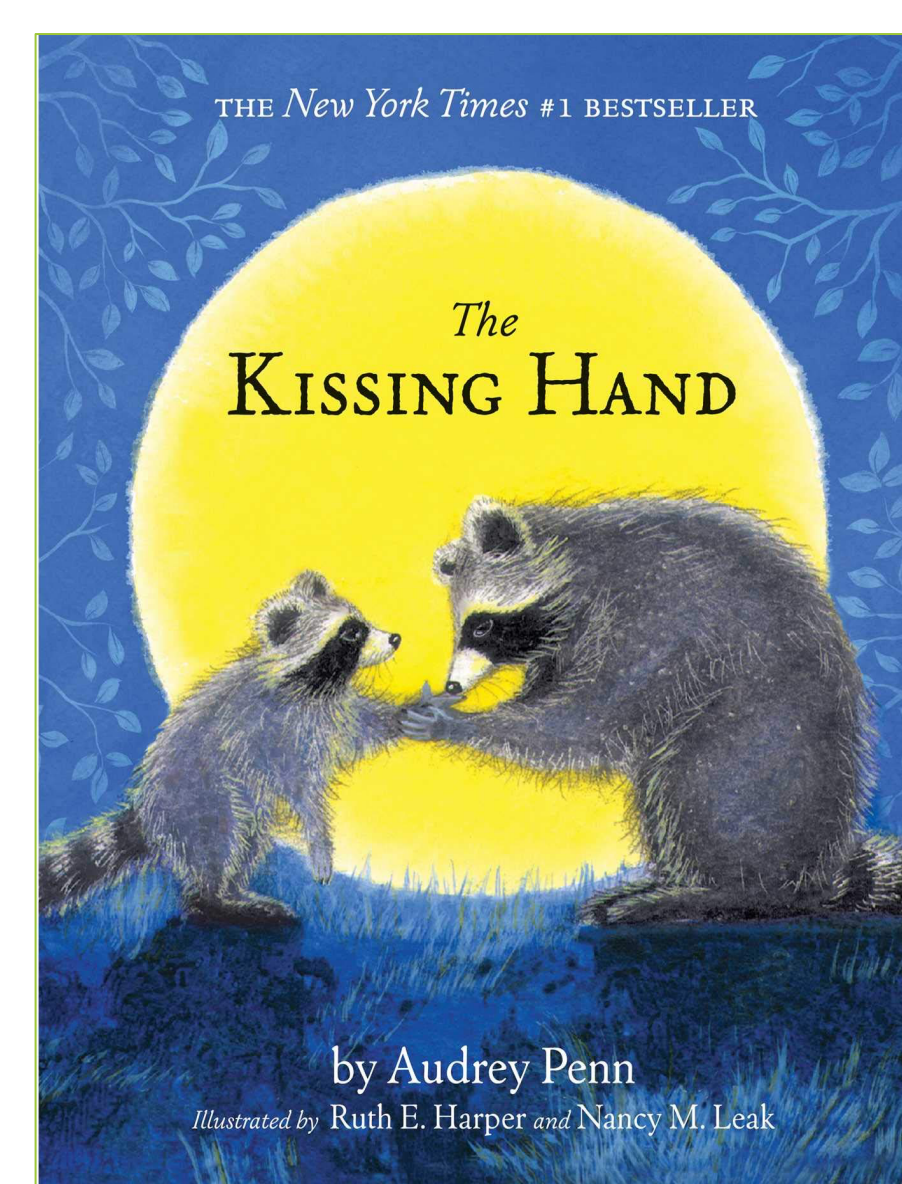
- Remote coaching meetings through video chat
- Flexible scheduling during work hours (prep; weekly PD time)
- Two meetings per month/module
- Personalized feedback & guidance on teacher videos
- "Lesson planning"

EXCELL MODULES AND RESOURCES

Modules

- Six 1-1.5 hour modules for lead teachers
- Four 30-min modules for assistant teachers
 - Complement LT modules
- All teachers receive CTLE credits
- Module content includes:
 - Background knowledge and research on topic area
 - Videos of exemplary practices in actual classrooms
 - Assessments of module content (Check Your Understanding)
 - Opportunities to practice and record strategies in one's own classroom

Resources



- DOE Theme-related books selected for vocabulary richness
- Translations and audio-recordings available



- Reading guides for each ExCELL book
- "Lesson plan" for effective reading

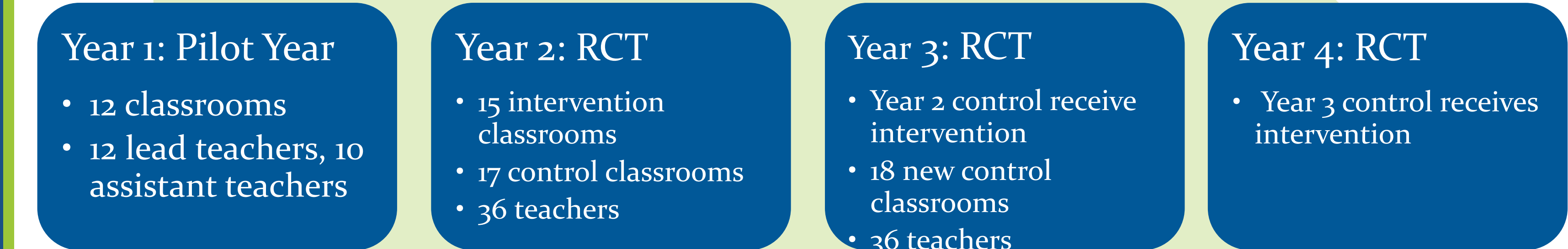


raccoon – a furry animal that has a long tail with black rings and a pointed face with black markings that look like a mask.
 mapache – un animal peludo que tiene una cola larga con anillos negros y una cara con pintas negras que parecen una máscara.
 浣熊 – 一种毛茸茸的动物，有带黑色圆环的长尾巴，以及像面具一样的黑色脸部的斑纹。

- Vocabulary cards paired with books. Include illustrations and translations

TESTING THE EFFECTIVENESS OF EXCELL

- ExCELL has been developed and refined over the past 20 years.
- We are currently testing the effectiveness of ExCELL's remote, on-line coaching structure for teachers of DLLs across four years within the NYC DOE.



- Approximately 8-10 children from each classroom are tested in Fall and Spring on receptive and expressive language skills in English (and Spanish).
- Teachers classroom practices compared from Fall to Spring using CLASS, *Classroom Assessment of Supports for Emergent Bilingual Acquisition* (CASEBA), and ExCELL Fidelity Measure

Select Results from Pilot Year

- Twelve classrooms, serving primarily Spanish-speaking DLLs participated.
 - All but two lead teachers (83%) and all assistant teachers were bilingual Spanish speakers.
- Feedback obtained from teachers through interviews with an external evaluator revealed that the teachers find the PD to be meaningful and effective.
 - In particular, teachers found the coaching calls to be highly effective.

Measure	Baseline (M, SD)	Post-ExCELL (M, SD)
CLASS: Instructional Support Domain*	2.87 (0.75)	3.51 (0.61)
Concept Development*	2.63 (0.86)	3.41 (0.82)
Quality of Feedback†	2.50 (0.76)	3.25 (0.86)
Language Modeling*	2.66 (1.05)	3.53 (1.18)
Child Receptive - Spanish*	8.48 (3.05)	9.30 (3.40)
Child Receptive - English**	6.43 (3.19)	7.59 (2.78)
Child Vocab. - Spanish	9.20 (3.21)	9.30 (2.87)
Child Vocab. - English**	5.57 (2.72)	6.33 (2.79)

†p < .10 *p < .05. **p < .01

FUTURE DIRECTIONS

- The first year of the RCT is currently underway.
 - 16 intervention classrooms receiving ExCELL; 18 control classrooms ("business as usual").
 - Expanded to classrooms serving Chinese-speaking DLLs, as well as Spanish-speaking DLLs.
- We have plans to develop a coach training program to complement ExCELL training for teachers that would make ExCELL scalable in the future.

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