

CSOTTE EXEMPLARY FACULTY PRACTICES NOMINATION

University of North Texas

Project SUCCESS is a Title III National Professional Development Program funded by the US Department of Education. In partnership with Region 10 ESC, IDRA, the Latino Family Literacy Project and Carrollton Farmers Branch Independent School District (CFBISD), the project, under the title of *Success in Language and Literacy Instruction*, focuses on providing professional development to UNT pre-service and CFBISD in-service teachers to improve instruction for English Learners and improve teacher engagement with Latino parents, families, and community through literacy development. The project is managed and operated by the Bilingual/ESL Teacher Education Programs of the University of North Texas.

Faculty involved in the project are Dr. Rossana Boyd as Principal Investigator and Project Director, Dr. Ricardo González as Co-Principal Investigator; Dr. Darrell Hull as Project Evaluator, and Dr. Janelle Mathis as professor of literacy development.

The project is in its second year of five years to serve dual language, content, English language arts, PK-2 in-service teachers from CFBISD and UNT pre-service teachers pursuing the certification in Bilingual or ESL education to teach in grades EC-6.

The highlights of the project related to pre-service teachers are that in addition to awarding scholarship funds to 15 pre-service teachers each year to help pay for courses, they also participate in 20 hours of service learning and professional development above and beyond their regular course load and extra-curricular activities.

The exemplary, creative and innovative aspect of the service learning is that faculty guide the process of pairing up pre-service teachers with PK-2 in-service teachers from CFBISD to receive professional development on Latino family literacy development. Afterwards they participate in sessions with families of Latino English learners from 3 schools each year. The families use bilingual books to establish a reading routine at home with their children. This is exemplary because at present all pre-service teachers do not have any opportunities to work with Latino parents and extended family members during their preparation program. But with Project SUCCESS the yearly cohorts of pre-service teachers can gain experience interacting with families. The overall five-year impact of this component of the Project will include the involvement of teachers and Latino families from 15 CFBISD schools, 75 pre-service teachers, 75 in-service teachers and 375 families.

The artifacts included in the nomination are: 1) the Project's **webpage**, <https://www.coe.unt.edu/project-success> hosted by the College of Education at UNT. The purpose of the webpage is to provide information and resources to participants and other interested parties. This webpage includes information the work faculty and other personnel coordinate for pre-service teachers and 2) The webpage contains two newsletters, vol. 1 issue 1 (Spring 2018) and vol. 1, issue 2 (Summer 2018), that include articles and photos of pre-service teachers, parents and PK-2 teachers. The newsletter is published three times a year (spring, summer, and fall) in Spanish and English to inform other pre-service teachers, in-service, teachers, parents, and school administrators about achievements.

In conclusion, the nomination addresses creating experiential learning and professional development for pre-service teachers in partnership with K-2 in-service teachers from CFBISD.