The Emerging Teacher Institute. Training teachers to change lives.

Our public schools are the great equalizer of our society. Education can help us end poverty. It can promote social justice. Education can help end discrimination and promote diversity. The education of this generation will determine the world our next generation inherits.

But, our schools can only be as effective as the teachers. That’s why the University of North Texas at Dallas has created the Emerging Teacher Institute (ETI), a first-of-its-kind educational program designed to train tomorrow’s teachers via a holistic approach. The program equips these critical leaders with the most current teaching competencies and clinical skills along with social and emotional learning tools needed for success in today’s classrooms.

With a focus on recruiting students from local communities, ETI prepares these students to return to their communities and make an uncommon impact. Providing programs at the undergraduate and graduate levels, ETI also provides peer support, networking and professional development as these emerging teachers learn, and when they’re teaching.

As a leading edge model for the next generation of teachers, ETI’s custom curriculum expands on the traditional education curriculum in several ways:

**Focusing on the responsibility of a teacher.**

The Rev. Martin Luther King Jr. once said, “intelligence plus character - that is the goal of true education.” These words truly embody the spirit of ETI. We believe it is our teachers who are on the front lines of instilling great social change, and improving lives today, and for the future generations. So, training teachers means training leaders, and helping our teachers understand the impact of their profession and the responsibility they hold every time they stand in front of their classroom.

**Teaching the importance of self care.**

Our urban communities struggle with poverty, low paying jobs for working families and affordable housing solutions, and these challenges often spill over into our classrooms. Using mental health training, social-emotional workshops and mindfulness training, ETI establishes a holistic approach to teaching and lays a foundation of self-care that is critical to the long-term success of individual teachers.

**Laying a foundation in social & emotional learning.**

Research shows that social and emotional learning not only leads to greater education outcomes, but also leads to higher lifetime achievement, lower crime and greater long-term physical and mental health. As Social and Emotional Learning (SEL) becomes a guiding force in education, ETI is committed to laying a broad foundation of SEL in the teachers we train, putting them on the leading edge of innovative classroom learning today, reducing teacher burnout and establishing the need for growth and evolution in how we teach.

**Intensive clinical preparation & practice.**

At ETI, we believe that practice makes perfect. From start to finish, our teacher candidates are exposed to a range of competency-based instructional techniques, which culminate in a full-year teaching residency with a partner school district. Our full-year residency program allows students to experience the full lifecycle of an academic year in a public school classroom, where they co-teach with a mentor teacher. ETI teacher candidates reach levels of proficiency before graduating that ensure their success in the classroom.

With training in innovative teaching disciplines like STEM, Special Education, Bilingual Education and ESL, ETI offers the most relevant skill set at an affordable tuition rate that allows many to graduate with undergrad and graduate degrees with little or no debt. And, as one of only a handful of programs in the region offering a full year student teacher experience, ETI is more than just teacher education, it’s teaching experience.

The Emerging Teacher Institute at the University of North Texas at Dallas. Smart. Collaborative. Forward thinking. Using education to re-shape our community, and our future.

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**Dr. John Gasko**

Dr. John Gasko is Dean of the School of Education at UNT Dallas and Founder of the Emerging Teacher Institute. He is nationally recognized for his work in transforming school improvement outcomes across a broad landscape of education providers. He’s led transformation efforts in public school districts across the Twin Cities, Camden, Chicago, Baltimore, Houston, and NYC as well as within a variety of high-performing charter schools such as KIPP, Achievement First, Uncommon Schools, and Rocketship. He previously served as Managing Director of the University of Chicago’s Urban Education Institute as well as CEO of UChicago Impact, an innovative education technology and school performance company. He also served as Associate Director of the UT Health Science Center at Houston’s Children’s Learning Institute where he led early childhood education and school readiness efforts across hundreds of school districts. He holds a BS in engineering from SUNY Maritime Academy, an MA in teaching and education from St. Mary’s University, and a Ph.D. in educational administration from UT Austin’s Public School Executive Leadership Program.
“A great teacher goes beyond the mind and touches the heart of their students. At ETI, we’re not just training great teachers, we’re creating the leaders and the changemakers who will shape tomorrow.”

John W. Gasko
Chances are good that we’ve all heard a teacher burnout story or two.

Well-intentioned educators start out in the profession energized and dedicated to helping their students succeed. But all too soon, the enormous stress of addressing the complex needs of those young people – particularly in an urban environment – takes its toll. Deflated and exhausted, teachers leave the classroom and too often don’t come back.

One local study estimates that North Texas will need 35,000 new teachers in the next five years – with nearly 95 percent of the openings resulting from the resignations of other instructors.

That’s why we’re encouraged that the University of North Texas at Dallas has launched a teacher development program to try to stem the tide.

Much work has been done to help teachers care for their students’ well-being. Now UNT-Dallas’ Emerging Teacher Institute will focus on helping prospective educators how to take care of their own emotional and mental health.

With the support of a $500,000 grant from the Bill and Melinda Gates Foundation, the institute is rethinking its approach to teacher preparation in the classroom. The course toolbox will include techniques such as practicing mindfulness, meditation and movement to combat stress.

The university will work with principals throughout the area – specifically in southern Dallas – to open up a bigger pipeline of educators. Plans also call for current instructors to get professional training through institute workshops to help them recognize their stress triggers and successfully manage through them.

That’s especially good news for Dallas ISD, which struggles to compete with the suburbs to attract and keep the kind of quality teachers with the potential to help the district close its achievement gaps.

Credit goes to John Gasko, dean of the School of Education at UNT-Dallas, for recognizing that while universities are doubling down to make sure their students have even more knowledge and hands-on practice, schools have overlooked the need to help those future teachers develop personal coping skills.

“Most universities don’t focus on the human being,” Gasko said. “What we’ve missed is getting teachers earlier in their school careers and giving them strategies that work. This focus is on the teacher.”