

Overview



The Bay Area Teacher Training Institute (BATTI) is a Master's and credential program for Bay Area educators, offering two residency programs based on the principle of Learning By Doing. Since 2002 BATTI has offered an opportunity for assistant teachers working at one of over 20 independent schools to receive a California Multiple Subject credential while working full time as paid assistant teachers. The second offering is a new Master's in Educational Leadership for aspiring school administrators that will begin in September 2015 and combine coursework, mentorships, and fieldwork.

The preliminary credential and Master's program is designed to serve paid assistant or "intern" teachers from a coalition of independent, parochial, and charter schools. It is open to all candidates interested in receiving excellent training, attending inspiring seminar classes, and gaining a Master's and multiple subject credential, qualifying them to teach in any California public or private elementary school, or in a core program of a middle school. Our program provides supervision from veteran teachers to credential students, in addition to the guidance the assistants receive from mentor/lead teachers at their schools.

In all five semesters of the two year program, students take two late afternoon classes each week, and twice a semester take Saturday seminar-style classes with their BATTI cohort. University Master's and credential courses are held at a convenient location at one of our 25 coalition schools in San Francisco or the East Bay.

Teaching in a public school is also an important part of the BATTI experience. BATTI students spend 45 hours in a local public school, gaining valuable experience with English learners and beginning readers. During the summer after the first year, students teach four weeks in a public school setting, while continuing with their education courses.

PARTNERSHIP WITH UNIVERSITY OF THE PACIFIC

BATTI's partnership with University of the Pacific enables students to gain a Master's degree and credential while working as assistant teachers for two years.

Founded in 1851, the University of the Pacific is California's oldest chartered university. It is an independent, coeducational university serving more than 6,000 students on three campuses in Northern California. Established by pioneer Methodist ministers in 1851, Pacific was first in the nation to offer an undergraduate teacher corps program, and to send an entire class to an overseas campus. Pacific has earned widespread recognition for its student-centered approach to education, its many firsts and innovations, and the accomplishments of its 55,000 alumni, including jazz musician Dave Brubeck and San Francisco mayor George Moscone.

From its beginning, the University of the Pacific emphasized the preparation of "preachers and teachers," and those who planned to teach made up a large proportion of its student body during the University's first 50 years. The School of Education was officially established shortly after the College of the Pacific moved to Stockton in 1924.

For more than 75 years, the Gladys Benerd School of Education has been the primary academic unit at Pacific responsible for the preparation of teachers and other professionals to work with diverse populations in Pre-K through high school and beyond. Hundreds of graduates have become teachers, counselors, school psychologists, principals, subject matter specialists, and superintendents in both public and private education.

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Overview



PARTNERSHIP (continued)

The Gladys Benerd School of Education currently offers the following degrees and credentials: Bachelor of Arts, Master of Education, Master of Arts in Education, Education Specialist, Doctor of Education, and Doctor of Philosophy degrees, as well as California credential programs in Multiple Subject, Single Subject, Special Education, Administrative Services, and Pupil Personnel Services in School Psychology. Its programs for Pre-K through 12 educators are fully accredited by both the California Commission on Teacher Credentialing and National Council for Accreditation of Teacher Education (NCATE).

As an off-site university partnership, BATTI follows in the footsteps of the successful Aspire public charter network, which affiliated with Pacific in 2009. Our academic program duplicates the Pacific course sequence, while adjusting for particular program details to respond to the needs of our residency students. Pacific has generously agreed to discount the cost of its Master's program for BATTI students in recognition of the work BATTI personnel provide to administer the program, and in light of the off-site nature of the program.

WHY BATTI?

BATTI offers a uniquely friendly and professional program. Our small seminars with excellent instructors and careful coaching from thoughtful, experienced supervisors create an atmosphere of reflection, collegiality, and support to attract good teachers to the profession and help them thrive.

NCATE, the national accrediting organization for teacher preparation, has acknowledged that residency programs like BATTI's prepare new teachers more effectively than traditional university programs. We are proud of BATTI's excellent track record of 80% retention of our graduates in the teaching profession (compared to 50% nationally).

In addition, with a January arts month for all BATTI students, we integrate arts education into all parts of our curriculum.

BATTI aims to help diversify the teaching ranks by attracting more men and people of color.

For more information:

Contact	Bob Houghteling, Executive Director Raleigh Zwerin, Assistant Director
Address	6134 Harwood Avenue Oakland CA 94618
Telephone	510-655-2944
E-Mail	admissions@ba-tti.org
Web	www.ba-tti.org

Public School Experience



While BATTI students' major experience is in the school that hires them, they get 45 hours of experience during the first year and 90 hours during the summer in public schools. About half of our graduates now teach in public schools.

During the first year of the program, students are assigned to work in a public school convenient to their school or home. They are matched to a grade level of their interest, where they work with an experienced mentor teacher in classrooms with English language learners.

BATTI students arrange their working schedule in order to spend parts of two weeks in their public school classroom. They are required to keep a log of those hours, and they will ask their public school supervising teacher to sign that log as well as a written evaluation of their progress.

BATTI students serve as Observer/Participant volunteers in different ways. In the first one or two meetings, the BATTI student observes the classroom and gets to know students' names and personalities. After this introductory period, BATTI students lead small groups, read aloud to students, or assist with art, science, or similar hands-on projects. Working one-on-one with English language learners and beginning readers is a hallmark experience BATTI students gain from their public school placement.

BATTI students will need to fulfill university course requirements, for example, by interviewing one of their public school students, teaching a lesson to the class, or observing the teaching of a topic that is covered in one of their content courses. In all such cases, the student will seek permission from the supervising teacher to fulfill one of these assignments.

Each of our BATTI students has much to gain from seeing a vibrant public school community in action and watching a master teacher create an effective classroom community.

We sincerely hope that BATTI students will be valuable volunteers at their host schools, return to their private schools with new and innovative ideas, and become advocates for public education. Our hope is that successful public school teaching experiences lead many of our students to a full-time career in the public school world.

Getting Hired



In order to participate in the BATTI program, students must find a job at one of the schools listed below or another compatible school.

Almost all BATTI students are hired as assistant teachers; occasionally, an experienced lead teacher enrolls in our program.

Teaching positions must meet the following requirements:

- at least half-time
- provide opportunities for instruction that increase as the year progresses, not just a support or paraprofessional position
- offer mentoring from an experienced teacher (we expect a minimum of 3 years experience)
- allow release time for you to volunteer at a public school for 30–45 hours during your first year

IT IS YOUR RESPONSIBILITY TO FIND YOUR PLACEMENT. When you come to one of our introductory sessions, you will receive a detailed list of schools, contact names and information to start your search. If you cannot attend an information session, please request that this contact list be sent to you.

You may also find a job at a similar elementary school not yet connected to BATTI. The application process for these intern jobs begins in February and, for some schools, ends as late as July. Begin by sending a cover letter and resume to the schools of your choice.

BATTI will assist you by communicating your qualifications to the schools. After BATTI's application process is complete, and you are accepted to the

program, the director becomes your placement counselor, and sends the schools a biographical profile highlighting your strengths, including a summary of your recommendations.

The following is a list of schools that presently have BATTI interns or have hired them in the past. These schools all hire intern teachers, have participated as BATTI members, and meet the requirements listed above.

Each year new schools join our coalition.

COALITION SCHOOLS

- Aurora School (Oakland)
- Bentley School (Oakland)
- The Berkeley School
- Black Pine Circle School (Berkeley)
- Burke's School (San Francisco)
- Carey School (San Mateo)
- Cascade Canyon School (Fairfax)
- Cathedral School for Boys (SF)
- Children's Day School (SF)
- Chinese-American International School (SF)
- Convent of the Sacred Heart (SF)
- Escuela Bilingue Internacional (Oakland)
- French American International School
- Gideon Hausner Jewish Day School (Palo Alto)
- Hamlin School for Girls (SF)
- Head-Royce School (Oakland)
- Hillbrook School (Los Gatos)
- Kittredge School (SF)
- Live Oak School (SF)
- Marin Country Day School (Corte Madera)

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Getting Hired



COALITION SCHOOLS (continued)

- Marin Horizon School (Mill Valley)
- Mount Tamalpais School (Mill Valley)
- North Oakland Community Charter School
- Nueva School (Hillsborough)
- Park Day School (Oakland)
- Prospect Sierra School (El Cerrito)
- Redwood Day School (Oakland)
- Richmond College Prep School (Richmond)
- St. Mark's School (Novato)
- St. Matthew's Episcopal School (San Mateo)
- St. Paul's Episcopal School (Oakland)
- San Carlos Charter Learning Academy (San Carlos)
- The San Francisco School (SF)
- San Francisco Day School (SF)
- San Francisco Friends School (SF)
- Seven Hills School (Walnut Creek)
- Stuart Hall School for Boys (SF)
- Town School for Boys (SF)
- Trinity School (Menlo Park)
- Yavneh Day School (Los Gatos)

Principles and Goals



BATTI held its first class on August 29th, 2002 with its charter cohort of 20 students embarking on the original two year program. From the beginning, educators at the coalition of independent schools and our University partner were in agreement on a number of principles which created the foundation of the program.

1. We aim to provide the best possible teacher education program to new teachers, primarily independent school assistant teachers.
2. We aim to recruit as diverse a student body as possible; the independent and public schools are in need of a teaching faculty that better matches our diversity as a society.
3. BATTI students learn by doing. The core of our program is the hands-on, daily classroom interaction at the schools. BATTI students will be immersed in their classrooms from the week before school starts to graduation day in June. They will learn all the ins and outs of classroom curriculum, classroom management, playground supervision, faculty collaboration, working with parents, and all that goes into a positive, successful school experience.
4. The mentor/lead teacher will be the most important teacher for each BATTI student. Informal daily and formal weekly meetings and written feedback each semester will enrich the learning experience for each student teacher.
5. We aim to elevate the position of mentor/lead teacher by holding training meetings for those teachers. Reflection and sharing of professional wisdom will help the mentor develop. Each mentor will receive a yearly stipend from the BATTI program.
6. The student teacher will receive encouragement, supervision, and evaluation from many sources. At each school, an administrator will oversee the student teacher's work and relationship with the mentor teacher. In the first and second years and during summer school, a BATTI supervisor will visit the student teacher's classroom to provide excellent coaching and valuable feedback after observing lessons. In the final spring semester, these visits will help prepare the BATTI students for their "solo" days and "solo" week in their classroom, and for their future teaching career.

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Principles and Goals



PRINCIPLES AND GOALS (continued)

- 7.** We hire energetic, inspiring and caring instructors. Half of them are drawn from the teacher ranks of the coalition schools and local public schools, and half come to BATTI classes through the university.
- 8.** We will provide each BATTI student with a strong foundation in public school teaching and the teaching of English learners. The BATTI staff will arrange a placement in a local public school with a good master teacher for every BATTI student. BATTI students will volunteer the equivalent of two full weeks in this public school classroom during year one. BATTI will place students as student teachers in a well organized public school summer school program at the beginning of their second year.
- 9.** We believe that our program will help strengthen the bridge between public and private schools.
- 10.** The program will provide good administrative support for students in meeting credential requirements.
- 11.** The program aims to lessen the financial burden on students in a number of ways. Students will receive guidance in applying for financial aid.
- 12.** The program builds a strong, cohesive cohort which provides an extra educational experience, as well as friendship, support, and a fun social group for BATTI students.
- 13.** BATTI will assist students in their job search at the end of the second year, through resume editing, practice interviews, job panels, and other resource sharing. BATTI graduates have always found good opportunities in the job market and we will continue this record of success.
- 14.** We aim to follow new BATTI graduates as they enter the profession and help their first, often challenging, years as classroom teachers be successful. We provide support such as reunions, mentoring, and supplies.

By providing exceptional student teaching experiences, exposure to good public school teaching, thorough supervision, and a powerful shared group experience, we aim to give to the community the next generation of well-trained, reflective, and enthusiastic teachers who will be needed to promote excellence for our schools.

Application and Resources



APPLYING TO BATTI AND UNIVERSITY OF THE PACIFIC

Your application packet must include *ALL* of the following and should be sent to the **BATTI office**:

6134 Harwood Avenue
Oakland, CA 94618

- Two-page BATTI application form (download from the website)
- Two signed and sealed copies of an official transcript from each college you have attended; if you list a course at a college on the application, you must provide a separate transcript from that college
- Three signed and sealed Pacific graduate recommendations
- Personal statement
- Résumé
- Copies of CBEST and CSET test results (if they have been taken already)
- \$55 application fee, payable to BATTI

DEADLINES

All BATTI students begin teaching and credential classes in late August. There are no mid-year starts. The entire application should be turned in to the program office by the **priority deadline of February 13, 2015**. Our second deadline is April 17. We accept students on a rolling basis, informing them of our decision within three weeks of their interview. As some people are notified of their assistant teaching positions late in the spring and even early summer, applications may be accepted late, assuming space is available and the applicant has secured an assistant position at a school that participates or wishes to participate in the BATTI program.

IMPORTANT CONTACT NUMBERS AND NAMES

• General information about BATTI

Contact Bob Houghteling, Executive Director
 Raleigh Zwerin, Assistant Director

Telephone 510-655-2944
E-mail admissions@ba-tti.org
Website www.ba-tti.org

• CBEST test dates and registration

www.cbest.nesinc.com

• CSET test dates and registration

www.cset.nesinc.com

• San Francisco Unified School District Volunteers Office

415-241-6000

Oakland School Volunteers Office – 510-434-7765

Berkeley School Volunteers Office – 510-644-8833

• University of the Pacific Financial Aid Office

Deanne Rivera, Assistant Director
drivera1@pacific.edu
209-946-2421

• FAFSA

Federal financial aid online form
www.fafsa.ed.gov
1-800-4FEDAID
University of the Pacific ID#: 001329

• University of the Pacific, Benerd School of Education

Dr. Michael Elium, Assistant Dean and
BATTI Coordinator
Dr. Lynn Beck, Dean

• University of the Pacific Credential Office

Jaci Griffen, Lead Credential Analyst
credential.office@pacific.edu

Admission Requirements



To be considered for an admissions interview for our credential program, you must complete and submit the following requirements by the application deadline. All materials should be sent to the BATTI office.

1. Bachelor's Degree and 2 transcripts
2. College GPA 2.75 or higher (3.0 in final 6 semester units)
3. Three (signed and sealed) Benerd School of Education recommendations
4. Personal Statement
5. The BATTI application form
6. A résumé outlining your relevant education and experience
7. Payment of \$55 application fee to BATTI

Following a successful *INTERVIEW* and provisional *ACCEPTANCE* to the program, these additional requirements must be completed by the start of the program in late August:

8. University of the Pacific graduate division application
9. Early Field Experience (20 hours), with verification letter
10. Passing the CBEST and 1 section of CSET Multiple Subjects knowledge test –*OR*– 4 sections of CSET, the 3 Multiple Subjects knowledge subtests AND Subtest 4: Writing Skills
11. Finding an appropriate assistant or lead teacher position at a compatible school

BACHELOR'S DEGREE

You must have a bachelor's degree from an accredited institution of higher education. Please contact the Director if any of your transcripts are from universities outside the United States.

YOU MUST OBTAIN TWO OFFICIAL, STAMPED AND SEALED COPIES OF TRANSCRIPTS FROM ALL OF THE INSTITUTIONS OF HIGHER LEARNING YOU LIST ON YOUR APPLICATION.

GPA

Applicants with an overall GPA of lower than 3.0 must demonstrate a GPA of at least 3.0 in the most recent 60 semester hours (or 75 quarter hours) of their college program. Exceptions will be made only under special circumstances according to university guidelines.

RECOMMENDATIONS

Three recommendations should come from an employer or supervisor, a college instructor, or someone (other than a relative) well qualified to testify as to your character and abilities. Use the BATTI/Pacific recommendation form (downloadable from our website.)

PERSONAL STATEMENT

Please submit a personal statement (no longer than two pages single-spaced) describing your reasons for pursuing a credential and Master's. Reflect on your background or any past experiences that have influenced your decision to apply to our program.

THE BATTI AND UNIVERSITY APPLICATION FORMS

Please complete the 2-page BATTI application form you will find on the website or accompanying this packet. After acceptance to the program, by May 1 you will also need to fill out the university application in order to complete your application.

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Admission Requirements



ADMISSION REQUIREMENTS (continued)

RÉSUMÉ

Please submit a resume that highlights your teaching experience, work with children, and other work experience.

INFORMATION SESSIONS

Prior to applying, you must either attend an information session in person, attend remotely, or view our online video to acquaint yourself with program details. If you cannot attend in person, please contact admissions@ba-tti.org.

INTERVIEW

Following the receipt of your application, we will schedule you for a one-hour small group interview. You will learn of your final admissions status within three weeks of your interview.

These additional requirements must be completed by the start of the program in late August:

EARLY FIELD EXPERIENCE

Before beginning classes in the fall, you must have taught at least 20 hours. This should be paid teaching, volunteering, or substitute teaching in an elementary school (ideally a diverse public school). For example:

- volunteering in an urban school
- a semester's field experience in a college course
- teaching English in a foreign country

A letter from the classroom teacher or principal you worked with must confirm you completed a minimum of 20 hours.

SUBJECT MATTER COMPETENCY TESTS

Before you enter the program (beginning in August) you must demonstrate subject matter competency in one of two ways:

1. pass the CBEST and one section of CSET: Multiple Subjects –**OR**–
2. Pass all four subtests of CSET, including the Writing Skills subtest.

CBEST

The CBEST is a short, basic test of reading, writing, and math skills. We recommend you take four subtests of CSET and forego taking CBEST.

CSET

You must pass at least one of the three subtests of the CSET: Multiple Subjects before you begin the program. We recommend taking and passing all three (four, if not taking CBEST) subtests now, as you are required to pass them before the end of your first spring semester.

Study guides are available online and in bookstores and libraries. Weekend courses are available at several local universities.

FINDING A POSITION

To participate in the BATTI program, you must find an assistant teacher position at a compatible independent, parochial, or charter school. (See "Getting Hired.")

GRADUATE DIVISION ACCEPTANCE

After gaining acceptance to the BATTI program you must go through all steps of the University of the Pacific's graduate division application process. These include providing a negative TB test and obtaining a certificate of clearance through Livescan fingerprinting.

Tuition, Fees, Financial Aid



For the class entering fall of 2015, tuition will be \$5025 per semester. The total tuition cost for the five-semester program will be \$25,125. If a student chooses to take only credential courses and not the full Master's program, tuition will be \$4000 less.

FINANCIAL ASSISTANCE RESOURCES

The Bay Area Teacher Training Institute recognizes that making the decision to pursue a Multiple Subject Credential and Master's is an important commitment of time, energy, and finances. We outline below the most common Financial Assistance resources available to BATTI cohort interns. There may be other resources available to you as well.

UNIVERSITY OF THE PACIFIC FINANCIAL AID OFFICE

Graduate students receive unsubsidized Stafford Loans. In order to determine eligibility for Financial Aid, a FAFSA (Free Application for Federal Student Aid) must be completed and filed with the federal processor for FAFSA. You can file a FAFSA over the Internet at www.fafsa.ed.gov. Please contact the Assistant Director of the Financial Aid office, Ms. Deanne Rivera, with any questions at drivera1@pacific.edu. **Pacific's ID number is 001329.**

After the Financial Aid Office at Pacific has received and reviewed your eligibility data from your FAFSA, a financial aid offer letter will be mailed to you detailing the types and amounts of Financial Aid dollars available to you. The Pacific website has more information about two other sources of loan forgiveness: the Stafford Loan Forgiveness Program for Teachers and APLE, a state-funded, competitive teacher incentive program administered by the California Student Aid Commission (CSAC).

Students have also received aid after their service in the AmeriCorps program.

PROFESSIONAL DEVELOPMENT MONEY FROM YOUR SCHOOL

Schools allocate a portion of the school's budget for Professional Development for teachers. The amount of Professional Development money available to teachers will vary from school to school. Please contact the business manager at your school to determine if you are eligible for any Professional Development funds to pay for your tuition.

Course Sequence



The BATTI/Pacific multiple subject credential and master's degree is a 21 month, evening and weekend program. Two courses have an online component. As a residency program, student teaching takes place throughout the program.

Year One

Fall Semester – 7 units

EDUC 293h	Transformative Teaching	(3)
EDUC 293i	Teaching English Learners	(4)
EDUC 150	Student Teaching Seminar*	

Spring Semester – 8 units

EDUC 140	Development of Literacy	(4)
EDUC 130	Technology Enhanced Classrooms	(2)
EDUC 152	Curriculum and Instruction in Math	(2)
EDUC 150	Student Teaching Seminar*	

Summer Semester – 4 units

EDUC 162	Teaching Reading 3–6 and Social Studies	(2)
EDUC 150	Student Teaching Seminar / “Teaching and Assessment”	(2)

Year Two

Fall Semester – 7 units

EDUC 293c	Research in Action**	(3)
EDUC 151	Curriculum and Instruction in Science	(2)
SPED 293h	Exceptional Learner Instruction	(2)

Spring Semester – 8 units

EDUC 293a	Assessment for Learning**	(3)
EDUC 270	Professional Practice	(5)

Total Units **34**

* awarded in summer **Master's courses