

Program Overview

BATTI's Educational Leadership Program, offered in partnership with The University of the Pacific Benerd School of Education, is a two-year program that enables highly qualified K-12 educators to transform their education experience into a meaningful career in school leadership.

We aim to attract the most dynamic students, identified by their independent, charter, and public school districts as potential leaders. Applicants must propose a school change project that will be the core, culminating project of their MA. Leaders at their current school are requested to make an initial commitment to supporting the project.

During the first summer, a "boot camp" will kick off the program for the cohort group, allowing them to bond as a group as they begin to look at their own leadership styles. We will also introduce the group to design thinking, as a way to explore how an effective leader facilitates school change.

In the first year we invite our students to explore the overarching question: ***What fundamental changes and innovation are needed in America's public, independent and charter schools?*** Through bi-weekly evening sessions, online work, and workshops, the candidates will complete three semesters of coursework including Curriculum Development and Assessment for Learning. The year culminates with a Master's paper, a Leadership Action Research project, and an Oral Exam, and following this year of study the candidate will have gained a Master's in Educational Leadership.

The second summer provides another short two-week burst of energy, an opportunity to gear up and plan for the final year's change project.

It is in the second year of the program that we hope our candidates will develop their career habits of mind and action—introspection and reflection, assessing needs, listening, concise writing and clear speaking, flexibility and resiliency, and the confidence to lead. They will explore this challenging question: ***How can I be an inspirational and effective leader of educational innovation and change?*** Using case studies, group projects, and focused reading assignments, students will take shorter classes or modules designed to prepare not only successful school managers but also innovative coaches and leaders. These modules, part of the state-sanctioned California Administrative Services Credential curriculum, include school law, finance, and administration of human resources.

Coursework and cohort support will be in place to strengthen each student's understanding of his or her main work—the hands-on experience of planning and executing an authentic school change project. These projects will vary greatly from candidate to candidate, but will all be school-wide meaningful efforts mentored by an in-school leader in concert with an outside BATTI advisor.

We anticipate that some independent school candidates may not be interested in obtaining a California Administrative Services Credential. Although it will be possible to enroll in the Master's sequence only, we urge all candidates to take the full sequence, as all will benefit greatly from the second year coursework and the mentored fieldwork experience. Any candidate for the A.S.C. must have a CA Clear Credential.



BATTI's Innovative History

BATTI held its first class on August 29th, 2002 with its charter cohort of 20 students embarking on the original two-year program. The program is built around the theory that people learn best when learning is connected to who they are and what they care about; when learning has a deep and meaningful social purpose; and when learning occurs in a manner that allows students to build their own understanding over time and with a strong element of "doing." BATTI's success over the last decade has been proven in many forms: increasing applicant pools; doubling in enrollment; 98% success rate in placing graduates in public and private schools; and a retention rate of 80% of our 300 graduates still teaching in the classroom.

Our school partners in the independent and public school world, as well as our graduates who have gained up to 12 years of teaching experience, have helped inspire our new educational venture—the Educational Leadership Program. Together we will prepare the next generation of innovative, creative, and transformative school leaders. We approach this in the same way we did in creating "BATTI Classic:" BATTI gathers together exceptional teacher leaders and aspiring school leaders in an uplifting cohort group; connects them with stimulating and experienced school leaders and educators who will serve as their instructors and advisors; and places these new leaders in meaningful practical fieldwork where they can be actively mentored by veteran school leaders.

"BATTI strikes an ideal balance between the vocational and academic. I spend my days with children and a lead teacher, and my evenings with peers and professors, and each part of my day informs the other. It is a program that works in large part thanks to dedicated faculty, thoughtful curriculum, and its relationship with consortium schools."

Bret Turner

BATTI Alumnus and 2nd Grade Lead Teacher
Head-Royce School



School Change Project

The next generation of school leadership is about innovation and change. In the BATTI tradition of *learning by doing*, a key feature of the BATTI educational leadership program is the initiation and completion of a school change project.

WHAT IS THE REQUIREMENT?

As part of the application process, candidates should submit a preliminary proposal that outlines the objectives and challenges of their proposed project as well as an indication of the level of support for the project within their employment setting. Once accepted into the program, candidates will need to work with their mentor to further develop the proposal into an authentic school change project of genuine value to the school or organization.

WHAT IS A "SCHOOL CHANGE PROJECT?"

School change is challenging. Rob Evans said it well in *The Human Side of School Change: Reform, Resistance and the Real-life Problems of Innovation*, when he wrote that change not only can arouse resistance, but it also "provokes loss, challenges competence, creates confusion and causes conflict." But change is also a profound opportunity. In *Managing Transitions, How to Make the Most of Change*, William Bridges maps out a strategy for managing change that highlights the opportunities for creativity and innovation that arise in any transition. A BATTI school change project will provide the best learning opportunity if it is one that is big enough that the leadership candidate engages in a real school challenge, a dilemma that benefits from research, demands facilitating a diverse group to a common understanding, provides opportunity to orchestrate collective action, and includes collaborative learning through assessment and reflection.

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"Leadership is the exercise of high-level conceptual skills and decisiveness. It's envisioning mission, developing strategy, inspiring people, and changing culture."

Robert Evans



School Change Project (cont'd)

EXAMPLES OF SCHOOL CHANGE PROJECTS

- A new Dean of Students wants to create an anti-bullying and conflict resolution curriculum, and with the assistance of the Head of School and her advisor in her first year, she visits and contacts other schools and researches possible programs. In her second year, she facilitates faculty conversations to negotiate the differences of opinion and arrive at a common understanding of a new school-wide program. She coordinates the launch, including the student and parent rollout, and throughout the year facilitates reflective conversations to assess and hone the program.
- A strong teacher and aspiring school leader is asked by the school principal to guide the school in implementing and organizing a Response to Intervention Program. He is in charge of progress monitoring of the system, as well as leading professional development workshops and instructional coaching. In his

first year, he works with the school administration to assess current systems to determine what is working. He also helps to reorganize the daily schedule, so that there is a designated time for Tier II support during the school day. In his second year, he does a deeper analysis to set an action plan with measurable goals. These goals involve learning the data system in order to accurately measure improvements in achievement, attendance and discipline.

- An identified strong teacher has begun to mentor new teachers and act as instructional coach for K-2 teachers at her school. In her first year, she researches professional learning communities, coaching models, and alternative systems of professional development and faculty evaluation. In her second year, she leads a faculty process to develop consensus and implementation plan for a new school-wide integrated peer driven approach to faculty assessment and professional development.



"They always say time changes things, but you actually have to change them yourself."

Andy Warhol

Admission Requirements



In order to be considered for the MA in Educational Leadership program, you must have:

- Minimum 5 years teaching and/or administrative experience
- Bachelor's Degree

Your application packet must include all of the following and should be sent by the application deadline of Jan. 15.

Submit online at ba-tti.org:

- BATTI application form

Email to application@ba-tti.org:

- Personal statement and response to essay questions
- Change Project proposal
- Résumé

Mail to BATTI, 6134 Harwood Ave, Oakland CA 94618:

- Two signed and sealed copies of official transcripts
- Three letters of recommendation
- \$55 application fee
(check payable to Bay Area Teacher Training Institute)

Following a successful interview and provisional acceptance to the program, these additional requirements must be completed by the start of the program:

- University of the Pacific graduate division application
- Copy of Clear credential (required if intending to apply for the Administrative Services Credential)

DEADLINES

Your application and all supporting documentation should be received by BATTI on or before the priority deadline. If space allows, applications will be accepted thereafter on a rolling basis until March 15th.

- **Priority Deadline: January 15, 2015**
- **Notification: March 1, 2015**
- **Start Date: August, 2015**

APPLICATION REQUIREMENT DETAILS

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.

TRANSCRIPTS

You must submit two official, stamped and sealed, copies of transcripts from all institutions of higher learning listed 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.

RECOMMENDATIONS

Three letters of recommendation should come from an employer or supervisor, a college instructor, or colleague well qualified to testify as to your character and abilities. For each recommendation please also include a signed copy of the BATTI/Pacific recommendation form (downloadable from our website.)

PERSONAL STATEMENT

Please submit a personal statement (approximately 2–3 pages single-spaced) describing your reasons for pursuing a Master's in Educational Leadership. Reflect on your background or any past experiences that have influenced your decision to apply to our program.

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Admission Requirements (cont'd)



Please also address the following questions:

- **Leadership Experience:** Identify a time when you worked to make a change in your school. What was your role, what did you do, what happened, what did you learn?
- **Leadership Philosophy:** Identify a leader who you view as particularly effective. What might contribute to his/her success and what can you learn from the example?
- **Self-Awareness:** What are your leadership-related strengths and weaknesses?
- **Educational philosophy:** Please outline your educational philosophy and how you have enacted it.
- **Aspirations:** What kind of leader do you want to be? What do you want to accomplish? You may outline any specific career goals.

CHANGE PROJECT PROPOSAL

Please submit a 1–2 page outline of your proposed fieldwork project. See Change Project (enclosed) for more information. You must also submit a brief letter from the leadership of your school indicating their support of the proposed fieldwork.

APPLICATION FORM

Please complete the BATTI application form you will find accompanying this packet or at ba-tti.org.

RÉSUMÉ

Please submit a resume highlighting your teaching, administrative, and other work experience.

INFORMATION SESSIONS

Prior to applying, you must attend an information session. See website for dates. If you cannot attend in person, arrangements may be made to attend remotely.

INTERVIEW

Following the receipt of your application, we will schedule you for an interview.

GRADUATE DIVISION REQUIREMENTS

After gaining acceptance to the BATTI program you must go through all steps of the University of the Pacific's graduate division application process.

IMPORTANT CONTACT NUMBERS AND NAMES

- **General information about BATTI**
 - Bob Houghteling, Executive Director
 - Raleigh Zwerin, Assistant Director
 - 510-655-2944
 - battileadership@ba-tti.org
 - www.ba-tti.org
- **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
 - Dr. Linda Skrla, Chair of the Educational Leadership Department
- **University of the Pacific Credential Office**
 - Jaci Griffen, Lead Credential Analyst
 - credential.office@pacific.edu



Detailed Course Sequence

YEAR ONE

What fundamental change and innovation are needed in America's public, independent and charter schools?

ESSENTIAL QUESTIONS	COURSES	STRUCTURE
Summer		
How does who I am and what I do impact how I am perceived and how I succeed as a leader? How will I, from my current school position, orchestrate a significant school change project?	<ul style="list-style-type: none"> • Leadership assessment exercises • Fieldwork project design with advisor and school mentor 	2-week introductory Boot Camp
Fall		
How are both research and data powerful tools for school change?	• Techniques of Research	5 sessions
How can learning theory inform educational design and leadership strategy?	• Nature and Conditions of Learning	Online
Spring		
How can we meet the challenges of, and capitalize on the opportunities afforded by, student, family and staff demographic diversity?	• Pluralism in Education	5 sessions
How can we collaboratively design and use assessment to drive the kind of teaching, learning and behavior demanded in the 21st Century?	• Assessment for Learning	Primarily online
Summer		
How can diverse and autonomous constituencies collectively agree on, develop and implement a coherent yet ever changing curriculum?	• Curriculum Development	5 sessions
What have I learned through leading change? How will what I have learned inform my school leadership?	• Master's project completion	
How can I inspire deep understanding and meaningful engagement of diverse constituencies with a compelling articulation of vision, ideas and courses of action?	• Master's oral exam	Explaining project and summarizing courses



Detailed Course Sequence (cont'd)

YEAR TWO

How can I be an inspirational and effective leader of educational innovation and change?

ESSENTIAL QUESTIONS	COURSES	STRUCTURE
Fall		
How can I build and lead a team that takes collective responsibility to plan, deliver and assess ever-changing cognitive and affective expectations?	<ul style="list-style-type: none"> Educational Planning, Delivery, and Assessment 	5 Sessions or Online
How can I effectively facilitate diverse constituencies to common understandings and coherent courses of action?	<ul style="list-style-type: none"> Educational Organizations and Diverse Constituencies 	5 Sessions or Online
How can I use the law to help achieve institutional goals?	<ul style="list-style-type: none"> School Law and Legal Processes 	5 Sessions or Online
What's the magic to prompting school innovation and change that all constituencies can embrace?	<ul style="list-style-type: none"> Fieldwork focused on school innovation and change 	Field experience
Spring		
How can I use budgeting and financial reporting to advance school mission and vision?	<ul style="list-style-type: none"> School Finance and Business Administration 	5 Sessions or Online
How can organizations organize to motivate us all to do our best?	<ul style="list-style-type: none"> Administration of Human Resources 	5 Sessions or Online
What can educational leadership learn from today's thought leaders about innovation and change?	<ul style="list-style-type: none"> Educational Leadership 	5 Sessions or Online
What are the keys to my success and how can I learn from my frustrations and failures? What discoveries am I taking with me into my next round of leadership challenges? How can I continue to learn and grow as a leader and contribute to the success of others?	<ul style="list-style-type: none"> Fieldwork focused on school innovation and change 	Field Experience



Tuition, Fees, Financing

For the cohort enrolling in August 2015, anticipated tuition for the MA in Educational Leadership will be \$780 per unit; approximately \$24,900 for the entire two-year program.

FINANCIAL ASSISTANCE RESOURCES

The Bay Area Teacher Training Institute recognizes that making the decision to pursue a Master's Degree is an important commitment of time, energy, and finances. We outline below the most common Financial Assistance resources available to BATTI students. 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: 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.

PROFESSIONAL DEVELOPMENT SUPPORT FROM YOUR SCHOOL

Schools sometimes allocate a portion of the budget for Professional Development for teachers and administrators. Your principal, head of school, or HR department may be able to advise you in this regard.

