

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 30 independent and public schools to receive a California Multiple Subject credential while working full time as paid assistant teachers. BATTI also offers a Master of Arts in Educational Leadership for aspiring school administrators that began in September 2015 and combines coursework, mentorships, and fieldwork.

The preliminary credential and Master's program is designed to serve paid assistant teachers from a coalition of independent, parochial, public, 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 residents 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 have Saturday seminar meetings with their BATTI cohort. University Master's and credential courses are held at a convenient location at one of our coalition schools. Students can choose to attend evening classes in San Francisco or the East Bay.

Teaching in a public school is also an important part of the BATTI experience. BATTI residents whose primary position is at an independent school spend 60 hours in a local public school, gaining valuable experience with English learners and beginning readers. During the summer after the first year, residents teach a minimum of 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 residents 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 Arts in Education, Education Specialist, and Doctor of Education 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 Council for the Accreditation of Educator Preparation (CAEP, formerly 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 residents 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.

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

BATTI offers numerous additional programs to enrich and broaden residents' educational experiences. Examples include: a January arts month offering workshops for all BATTI residents on integrating arts education into their curriculum; a summer residency in Dakar, Senegal; and the opportunity to design a summer school for English language learners in West Oakland.

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	1624 Franklin St., Suite 1005 Oakland CA 94612
Telephone	510-891-1173
E-Mail	admissions@ba-tti.org
Web	www.ba-tti.org

Public School Experience



BATTI believes that all student teachers have much to gain from seeing a vibrant public school community in action. While the majority of BATTI residents work in independent schools, BATTI is committed to providing public school teaching opportunities for all of its students.

Each year, a number of BATTI residents' yearlong assistant teaching positions are at Bay Area public (district) schools. Schools that offer full year positions for BATTI residents include Oakland Unified schools such as Hoover Elementary, Emerson Elementary, and Claremont Middle School, as well as Ross School in Marin County.

In addition, all BATTI residents who are not positioned at a public school are required to get public school experience — 60 hours during the first year and 90 hours during the summer. They are assigned to 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 residents arrange their work 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 provide a written evaluation of their progress.

BATTI residents serve as Observer/Participant volunteers in different ways. In the first one or two meetings, the BATTI resident observes the classroom and gets to know students' names and personalities. After this introductory period, BATTI residents 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 residents gain from their public school placement.

BATTI residents will need to fulfill university course requirements related to their public school experience, 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 resident will seek permission from the supervising teacher to fulfill one of these assignments.

BATTI residents are valuable volunteers at their host schools, and those whose primary positions are at independent schools return to their classrooms with new and innovative ideas, and become advocates for public education. About half of BATTI graduates now teach in public schools.

Getting Hired



In order to participate in the BATTI program, candidates 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 (with a minimum of 3 years experience)
- allow release time for independent school assistant teachers to volunteer at a public school for 60 hours during the first year

IT IS YOUR RESPONSIBILITY TO FIND YOUR PLACEMENT. When you come to one of our information 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 assistant teacher jobs begins in February and, for some schools, ends as late as June. 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 assistant teachers or have hired them in the past. These schools all hire assistant 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
- Berkwood Hedge School (Berkeley)
- Black Pine Circle School (Berkeley)
- Brandeis School of San Francisco (SF)
- Burke's School (San Francisco)
- Carey School (San Mateo)
- Cathedral School for Boys (SF)
- Children's Day School (SF)
- Chinese-American International School (SF)
- Claremont Middle School (Oakland USD)
- Convent of the Sacred Heart (SF)
- Creative Arts Charter School (SF)

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Getting Hired



COALITION SCHOOLS (continued)

- Crestmont School (Richmond)
- Emerson Elementary School (Oakland USD)
- Escuela Bilingue Internacional (Oakland)
- French American International School (SF)
- Gideon Hausner Jewish Day School (Palo Alto)
- Hamlin School for Girls (SF)
- Head-Royce School (Oakland)
- Hillbrook School (Los Gatos)
- Hoover Elementary (Oakland USD)
- Joaquin Miller Elementary (Oakland)
- Kittredge School (SF)
- Lazear Elementary Charter (Oakland)
- Live Oak School (SF)
- Marin Country Day School (Corte Madera)
- Marin Horizon School (Mill Valley)
- Marin Preparatory School (SF)
- Mark Day School (San Rafael)
- Mount Tamalpais School (Mill Valley)
- North Oakland Community Charter School
- Notre Dame des Victoires (SF)
- Nueva School (Hillsborough)
- Park Day School (Oakland)
- The Peninsula School (Menlo Park)
- Peralta Elementary School (Oakland)
- Prospect Sierra School (El Cerrito)
- Redwood Day School (Oakland)
- Redwood Heights Elementary (Oakland)
- Richmond College Prep School (charter)
- Ross School District (Marin County)
- 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)
- Synapse School (Menlo Park)
- Town School for Boys (SF)
- Trinity School (Menlo Park)
- Urban Montessori Charter School (Oakland)
- Vincent Academy Charter School (Oakland)
- Yavneh Day School (Los Gatos)
- Yu Ming Charter School (Oakland)

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 residents learn by doing. The core of our program is the hands-on, daily classroom interaction at the schools. BATTI residents 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 resident. 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 resident will receive encouragement, supervision, and evaluation from many sources. At each school, an administrator will oversee the resident's work and relationship with the mentor teacher. In the first and second years and during summer school, a BATTI supervisor will visit the resident's classroom almost 20 times 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 independent schools and local public schools, and over half come with prior university teaching experience.
- 8.** We will provide each BATTI resident with a strong foundation in public school teaching and the teaching of English learners. For every BATTI resident not already working in a public school, the BATTI staff will arrange a first-year placement in a local public school with a good mentor teacher. BATTI residents 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 or partner 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 residents in meeting credential requirements.
- 11.** The program aims to lessen the financial burden on residents in a number of ways. Residents 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 residents 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 alumni 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:

Submit online at ba-tti.org:

- BATTI application form

Email to application@ba-tti.org:

- Personal Statement (outlining your relevant education and experience)
- Résumé
- Copies of CBEST and CSET test results (if they have been taken already)

Send to BATTI office:

1624 Franklin St., Suite 1005
Oakland CA 94612

- Two signed and sealed copies of an official transcript from each college you have attended
- Three (signed and sealed) Benerd School of Education recommendation forms
- \$55 application fee (check made payable to Bay Area Teacher Training Institute)

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 or mailed to the program office by the **priority deadline of February 10, 2017**. After February 10 we accept students on a rolling basis until April 21. Students who apply by the priority deadline will be notified of acceptance by March 30. 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 510-891-1173
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. Linda Webster
Interim Director of External Programs
lwebster@pacific.edu
209-946-2197

• University of the Pacific Credential Office

Dr. Jaci Griffen
Lead Credential Analyst
credential.office@pacific.edu
209-946-2566

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.

Submit online:

1. BATTI application form
(fill out form at www.ba-tti.org)

Email to application@ba-tti.org

2. Personal Statement
3. Résumé

Send to BATTI office via US mail:

4. 2 copies of transcripts
5. Three (signed and sealed) Benerd School of Education recommendations
6. \$55 application fee (check made 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 in late August:

7. University of the Pacific graduate division application
8. Early Field Experience (20 hours), with verification letter
9. Passing the CBEST and 1 section of CSET Multiple Subjects knowledge test –**OR**– 4 sections of CSET, the 3 Multiple Subject subtests, and Writing Skills subtest
(Candidates who achieve specified scores on the SAT, ACT, or AP have met the CBEST requirement. See specified scores at: <http://www.ctc.ca.gov/credentials/leaflets/cl667.pdf>)
10. Finding an appropriate assistant or lead teacher position at a coalition 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 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 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 teaching credential and Master of Arts in Education. Reflect on your background or any past experiences that have influenced your decision to apply to our program.

UNIVERSITY APPLICATION FORM

After acceptance to the program, you will need to fill out the university graduate division application form.

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Admission Requirements



ADMISSION REQUIREMENTS (continued)

RÉSUMÉ

Please submit a resume that highlights your teaching experience, work with children, and other related 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. Long-distance applicants should make arrangements for a phone or Skype interview with the BATTI Director or Asst. Director.

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 (preferably 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 (or provide passing specified scores of the SAT, ACT or AP) *and* one section of CSET: Multiple Subjects –**OR**–
2. Pass all four subtests of CSET Multiple Subjects, including the Writing Skills subtest

We recommend taking the three (or four) required CSET subtests this summer, as you are required to pass them before the end of your first spring semester. Study guides and weekend courses are available.

FINDING A POSITION

To participate in the BATTI program, you must find an assistant teacher position at a compatible independent, public, parochial, or public 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



Students will pay the University each semester based on units of enrollment. The per unit fee will not change over the two years of the program. Payment plans are offered fall and spring semesters.

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 assistant teachers. There may be other resources available to you as well.

UNIVERSITY OF THE PACIFIC FINANCIAL AID OFFICE

Graduate students may 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 rivera1@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 another source of loan forgiveness: the Stafford Loan Forgiveness Program for Teachers.

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 or principal 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 – 8 units

EDUC 140	Transformative Teaching	(4)
EDUC 161	Literacy Development	(4)
	Student Teaching Seminar	

Spring Semester – 8 units

EDUC 263	English Learner Instruction	(4)
EDUC 153	STEM – Math and Science Instruction	(4)
	Student Teaching Seminar	

Summer Semester – 4 units

EDUC 150	Teaching Reading 3–6 and Social Studies	(4)
	Student Teaching Seminar	

Year Two

Fall Semester – 7 units

EDUC 274	Action Research	(3)
EDUC 130	Technology Enhanced Classrooms	(2)
SPED 130	Exceptional Learner Instruction	(2)

Spring Semester – 7 units

EDUC 272	Professional Practice Seminar	(3)
EDUC 270	Professional Practice	(4)

Total Units **34**