

# Program Overview

**B**ATTI'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 course work including courses on Instructional Leadership, Assessment for Learning and Research Methods.

The second year begins with a mini-boot camp, a multi-day burst of energy and reconnection alongside an opportunity to gear up and plan for the final year's courses and change project completion.

It is in the second year of the program that we hope candidates will deepen their career habits of mind and action—introspection and

reflection, assessing needs, listening, concise writing and clear speaking, flexibility and resiliency, the 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 continue coursework designed to prepare not only school managers but also innovative coaches and leaders. The coursework and learning experiences include school law, finance and administration of human resources and fulfill requirements for the California Preliminary Administrative Services Credential. The program culminates with a Master's Oral Exam in which students present the learning from their School Change Project. Candidates seeking their Administrative Credential will, in addition, submit an Exit Portfolio describing learning experiences and reflections linked to the California Professional Standards for Educational Leaders (CPSELS).

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.

Please note that the State of California requires a CA Clear Teaching Credential to receive a CA Preliminary Administrative Services Credential. We anticipate having some students seeking the MA only and others seeking both the MA and Preliminary Administrative Services Credential.



# BATTI's Innovative History

**B**ATTI 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.

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*"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

**T**he 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. An exemplary project will also maximize the opportunities to pilot the use of leadership skills and tools learned in the program.

## WHAT IS A "SCHOOL CHANGE PROJECT"?

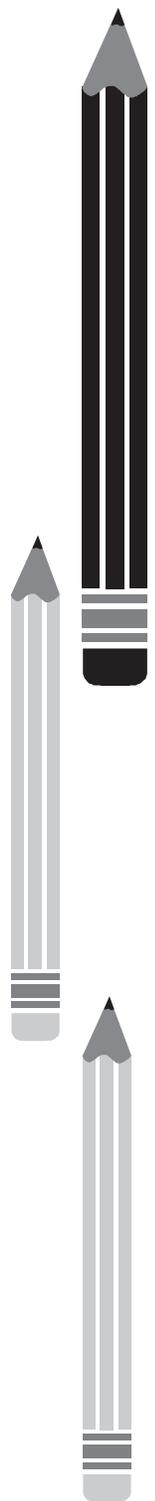
A School Change Project (Action Research Project) is a 2-year fieldwork endeavor that allows you to lead positive change at your school. It is also a key opportunity to pilot the use of leadership skills and tools learned in the program. School change is challenging. Rob Evans said it well in *The Human 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,

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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)

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.

## 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

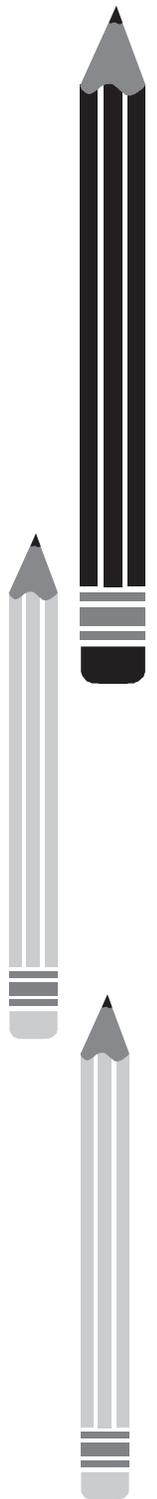
Response to Intervention Program. He is in charge of progress monitoring of the system, as well as leading professional development workshops and instructional coaching. In his first year, he works with the school administration to assess current systems to determine what is working. He also helps to 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.

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*"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 April 15, 2017.

## A) Submit online at [ba-tti.org](http://ba-tti.org):

- 1. BATTI application form

## B) Email to [application@ba-tti.org](mailto:application@ba-tti.org):

- 2. Personal statement (see below)
- 3. Change Project proposal (see below)
- 4. Résumé

## C) Mail to BATTI, 1624 Franklin Street, Suite 1005, Oakland, CA 94612:

- 5. Two signed and sealed copies of official transcripts
- 6. Three letters of recommendation
- 7. \$55 application fee  
(check payable to Bay Area Teacher Training Institute)
- 8. University of Pacific Application Form

## D) An interview will be scheduled upon receipt of all application materials

## ACCEPTANCE BY UNIVERSITY OF PACIFIC GRADUATE DIVISION

Following a successful interview and provisional acceptance to the BATTI program, all of your application materials will be forwarded to University of Pacific Graduate Division. The University may contact you about outstanding requirements prior to official acceptance to the program.

## 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.

- **Priority Deadline:** April 15, 2017
- **Final Deadline:** If space is available, applications will be accepted on a rolling basis until May 15, 2017.
- **Notification:** May 15, 2017
- **Start Date:** August 2017

## INFORMATION SESSIONS

Prior to applying, we encourage you to attend an information session or contact the Program Director. See [ba-tti.org](http://ba-tti.org) for details.

## 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.

### 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.

### APPLICATION FORM

Please complete the BATTI application form you will find accompanying this packet or at [ba-tti.org](http://ba-tti.org).

### PERSONAL STATEMENT

Please submit a personal statement (approximately 300–500 words) 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. You may want to address the following guiding questions:

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# Admission Requirements (cont'd)



- **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.

## RÉSUMÉ

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

## TRANSCRIPTS

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

## 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.)

## UNIVERSITY OF PACIFIC

### APPLICATION FORM

Please complete and sign a University of Pacific Application Form (downloaded from our website). Please pay close attention to the attached instructions, as certain items on the form are not applicable to applicants to the BATTI/Pacific joint program.

### INTERVIEW

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

### IMPORTANT CONTACT NUMBERS AND NAMES

#### • General information about BATTI:

- Bob Houghteling, Executive Director
  - Dee Desmond, Program 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. Linda Webster, Interim Director of External Programs
- Dr. Linda Skrla, Chair of the Educational Leadership Department
- Dr. Vanessa Sheared, Dean of Benerd School of Education

#### • University of the Pacific Credential Office

- Dr. Jacalyn 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?*

COURSES	ESSENTIAL QUESTIONS	STRUCTURE
<b>Fall   6 UNITS</b>		
<ul style="list-style-type: none"> <li>Leadership assessment exercises</li> <li>Fieldwork (school change) project design with advisor and school mentor</li> </ul>	<i>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?</i>	1-week introductory Boot Camp
<ul style="list-style-type: none"> <li><b>EDUC 201</b> Techniques of Research (3 units)</li> </ul>	<i>How are both research and data powerful tools for school change?</i>	7-8 sessions and online
<ul style="list-style-type: none"> <li><b>EDUC 216</b> Nature and Conditions of Learning (3 units)</li> </ul>	<i>How can learning theory inform educational design and leadership strategy?</i>	Online
<b>Spring   7 UNITS</b>		
<ul style="list-style-type: none"> <li><b>EDUC 295C</b> Educational Planning, Delivery, Assessment (3 units)</li> </ul>	<i>How can we collaboratively design and use assessment to drive the kind of teaching, learning and behavior demanded in the 21st Century?</i>	7-8 sessions and online
<ul style="list-style-type: none"> <li><b>EDUC 283</b> School Finance and Business Administration (3 units)</li> </ul>	<i>How can I use budgeting and financial reporting to advance school mission and vision?</i>	7-8 sessions and online
<ul style="list-style-type: none"> <li><b>EDUC 292</b> Educational Administration Field Experience (1 unit)</li> </ul>	<i>What have I learned through leading change? How can I inspire deep understanding and meaningful engagement of diverse constituencies with a compelling articulation of vision, ideas and courses of action?</i>	Field experience
<b>Summer   6 UNITS</b>		
<ul style="list-style-type: none"> <li><b>EDUC 204</b> Pluralism in Education (3 units)</li> </ul>	<i>How can we meet the challenges of, and capitalize on the opportunities afforded by, student, family and staff demographic diversity?</i>	7-8 sessions and online
<ul style="list-style-type: none"> <li><b>EDUC 285</b> Educational Leadership (3 units)</li> </ul>	<i>What can educational leadership learn from today's thought leaders about innovation and change?</i>	7-8 sessions and online

19 UNITS YEAR ONE

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# Detailed Course Sequence (cont'd)

## YEAR TWO

*How can I be a charismatic and effective leader of educational change innovation and change?*

COURSES	ESSENTIAL QUESTIONS	STRUCTURE
<b>Fall   7 UNITS</b>		
<ul style="list-style-type: none"> <li>• <b>EDUC 278</b> Educational Organizations and Diverse Constituencies (3 units)</li> </ul>	<i>How can I effectively facilitate diverse constituencies to common understandings and coherent courses of action?</i>	7–8 Sessions and online
<ul style="list-style-type: none"> <li>• <b>EDUC 280</b> School Law and Legal Processes (3 units)</li> </ul>	<i>How can I use the law to help achieve institutional goals?</i>	7–8 Sessions and online
<ul style="list-style-type: none"> <li>• <b>EDUC 292</b> Educational Administration Field Experience (1 unit)</li> </ul>	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?	Field Experience
<b>Spring   7 UNITS</b>		
<ul style="list-style-type: none"> <li>• <b>EDUC 274</b> Action Research (3 units) * Master's School Change/Action Research Project Completion</li> </ul>	<i>What have I learned through leading change? How will what I have learned inform my school leadership?</i>	7–8 Sessions and online, School Change (Action Research) Project completion
<ul style="list-style-type: none"> <li>• <b>EDUC 286</b> Administration of Human Resources (3 units)</li> </ul>	<i>How can organizations organize to motivate us all to do our best?</i>	7–8 Sessions and online
<ul style="list-style-type: none"> <li>• <b>EDUC 292</b> Educational Administration Field Experience (1 unit) * Administrative Services Credential Portfolio Review * Exit Interview</li> </ul>	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?	Field Experience, Portfolio Review & Exit Interview

14 UNITS YEAR TWO

33 UNITS TOTAL FOR DEGREE



# Tuition, Fees, Financing

**S**tudents will pay the University of the Pacific each semester based on units of enrollment. For the cohort enrolling in August 2017, tuition for the MA in Educational Leadership is \$809 per unit; \$26,697 for the entire two-year program. There is typically a tuition increase for each new cohort. Once enrolled, the per-unit fee will not change for a student 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 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](http://www.fafsa.ed.gov). Please contact the Assistant Director of the Financial Aid office, Ms. Deanne Rivera, with any questions: [drivera1@pacific.edu](mailto: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.

## **BATTI SCHOLARSHIPS**

BATTI offers a limited number of need-based grants to students. Please contact BATTI for a BATTI financial aid form when you submit your application.

