



EXPANDING

THE CIRCLE OF TEACHING

B A T T I



Bay Area Teacher Training Institute

"Each one, teach one." —Frank Laubach



ALIVE AT FIVE!

Starting its fifth season, BATTI is strong and growing! At the end of our first graduation, eighteen hats soared into the air. But our current cohorts, classes of '07 and '08, have 24 and 26 interns, a testimony to the power of our new program and its excellent reputation in the community. And we have now expanded our circle in an especially gratifying way: three of those original hat-tossers are now mentoring new BATTI interns. Imagine that!



from the executive director

Having absorbed the changed requirements of the revamped Senate Bill 2042 credential program, this year finds us stable, with the same program and same instructors for the second year in a row. We added four schools to our membership (welcome Cathedral School for Boys, St. Charles, Berkwood-Hedge, and Black Pine Circle!), so that our coalition now includes 20 schools.

We also welcome Professor Isabel Quita, the new head of the Elementary Education Department at San Francisco State University, and Macy Elle, the new daughter of our wonderful reading instructor and supervisor Vida Barham.

Our two main projects for the upcoming year are exciting and challenging. First, BATTI has offered to help three schools expand their intern programs. Second, while graduates working in public schools can receive their clear credential through district induction programs, new independent school teachers have to scramble to clear their credentials. BATTI is dedicated and committed to giving mentoring and further training to these new independent school teachers.

As I met with a group of new graduates the first weekend of September, I was struck by how well prepared and comfortable they seemed to be in their classrooms as new lead teachers. They talked warmly of their emailing back and forth with classmates, sharing ideas about creating bulletin boards and writing class constitutions. The benefits of our “slow track” program—that is two years instead of one—are becoming clearer with every group. Our students’ two years of work in an excellent independent school, coupled with good exposure to public schools and thorough preparation in meaningful university classes, really prepare teachers for that tough first year of teaching.

Our strengths are our personal touch, the camaraderie and fun in each cohort, and the high quality of our mentoring, supervision, and instruction.

As the community recognizes our work (*read about our Cingular Wireless award on page 12*), we want to recognize the good efforts that all our schools and coaches are putting forth to raise the next generation of great teachers. Thanks to all of you for your part in this effort.

Enjoy the stories of our new teachers whom we profile here in our Annual Report. I know you’ll join me in reveling in their (and BATTI’s) success.

Bob Houghteling

Bob Houghteling
BATTI Executive Director

The Cycle of Learning



GRADS GET TASTE OF SUCCESS

On Saturday, May 21st, in the afterschool room at The San Francisco Friends School, longtime Marin Country Day School teacher and Redwood Day School head, and present BATTI seminar instructor, Joyce Evans, spoke to the 16 graduates of Cohort Three. She proposed they write a book together, called *The Good Teacher*.

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Thank you from all of us of the older generation, who have devoted our lives to this incredible profession we call TEACHING. You have no idea what it means to us to know that you are the future and that the future is in your most capable and devoted hands. You are well trained and ready to make a difference. I think it is time to write a book about teachers who succeed. Here are a few of those chapters we might write.

Chapter I: A Good Teacher gets to know her/his students as individuals.

You already excel in this area. You can describe every child in your classroom. You are keen observers...and can pick up nuances in children's behavior that might indicate what they need even before they know it.

Chapter II: A Good Teacher finds his/her own unique style and does what works for him/her. Just as with the students in your classrooms, you must not feel compelled to fit a mold. Your experience through BATTI, to say nothing of your rich life experiences, make you all unique and it is imperative that you find ways to insert your very special self into this "sacred" role of teacher.

Chapter III: A Good Teacher Plans and Plans and Plans and then sometimes throws the plans out. The spontaneous...and sometimes planned... lessons that relate to life at that moment are often the ones children remember!

Chapter IV: A good teacher takes risks, learns from mistakes and moves on, modeling what he/she wants for children. Creating a safe classroom environment where children can observe you not having all the answers, making mistakes and taking some risks is vitally important.

I have often thought of writing "Teaching Children to Fail", but it would probably not be a best seller. One of the biggest challenges in this whole area is helping parents to see that risk taking and making mistakes is a positive in life for all of us, even for their children!

Chapter V: A good teacher surrounds him/herself with a solid support system. Teaching is all-consuming—the work is never done. You will not be able to not talk about school when you have dinner with school friends, even though friends and spouses are sick of not talking about other things. It is a long-suffering role for your support system, but one that is vital to your success... as teaching is addictive.

Chapter VI: A Good Teacher must have a life beyond the classroom. You must learn to nourish yourself, to know what is important to you, what gives you pleasure and peace.

Chapter VII: A Good Teacher enjoys her/his students and finds opportunities to laugh and have fun together.

Chapter VIII: A Good Teacher teaches the children to think, to ask questions, to reason.

May you all know the richness that comes from the call of the teaching life. Nothing could be of more value.



SUZETTE DUNCAN,
GRADUATE

The Good Teacher



BATTI COMES FULL CIRCLE

Anne Dinklage, one of the original BATTI students, talks about mentoring a brand-new BATTI intern:

I hoped I would be able to work with a BATTI student the moment I was offered a lead teaching position at Prospect Sierra. I knew a BATTI student would come with some teaching experience, lots of motivation and an open mind. I knew this because that's what my classmates and I were like when we became BATTI students way back in BATTI's inaugural year! But I consider myself particularly lucky that Elissa Fisher found her way to my classroom because now I not only work with a BATTI student, but I have also gained a talented, thoughtful and inspiring colleague.

At Back to School Night I was proud to mention to parents that I had gone through the same credential program as my new teaching partner, and I felt honored to be wearing the somewhat ill-fitting mentor shoes this time around. So far I feel like I'm learning as much from her as I could possibly be teaching her. But then I remember my sense that one of BATTI's greatest assets is that it exposes its students to a diversity of teachers who practice in a variety of ways, and I sigh with the relief that I won't be her only model.

Elissa helps keep me on my toes when I catch a glimpse of her taking notes while I'm teaching a lesson. Thoughts race through my mind: am I favoring one gender over another during discussions? When I'm teaching the kids something new, am I stretching them but staying within the reach of their prior knowledge? Am I using enough graphic clues for English language learners? All of these topics were raised for me when I was a BATTI student and at the time they seemed unforgettable, but they can be lost in the pandemonium of a typical school day. I want to remember all the big ideas as well as the tiny tricks that I learned while in BATTI, so I'm ultimately grateful to have Elissa reminding me of them through our discussions about the kids, her classes, her public school placement, and through her presence!

ANNE DINKLAGE



ELISSA FISHER



NEW BATTI STUDENT ELISSA FISHER APPRECIATES HER BATTI-TRAINED MENTOR

I have wanted to be a teacher for as long as I can remember. I have always loved school and been awed by the role of the teacher. When I was a child I would play school by myself for hours, imagining being in front of my own private classroom of students.

I have worked with children and teenagers; with mainstream as well as at-risk and special needs students; in the classroom and in the wilderness. Throughout all of my experiences I have grown to know myself as a leader and learner.

This past spring and summer, as I began to look for a new teaching job I realized my desire to gain more experience in the classroom while also taking classes in which I could explore the fundamentals of teaching. BATTI came hand in hand with my decision to work at Prospect Sierra this year. And along with that came the encouragement, insight and experience that I saw in my prospective mentor teacher and former BATTI graduate, Anne Dinklage.

My experience with BATTI and Prospect Sierra, thus far, has been incredible. It has been a learning experience in itself to be in a classroom with a teacher who has graduated from the same program in which I am now enrolled. I remember within the first week of school, having started classes with my students and my BATTI cohort, I realized how lucky I was to be placed in the classroom with Anne. It seemed as though everything I was reading and being taught in my BATTI classes was being demonstrated for me first hand in my elementary classroom. It is neat being able to see these teaching strategies in motion, and it is also exciting to watch Anne's own creativity and insight positively influence the lessons she teaches. It felt good on Back to School Night to tell the parents that I was in the same teaching program that Anne completed. I feel like we are in the same shoes in a way. I get to see her hard work paying off, and I also get to learn from her experience and knowledge. I could not have asked for a better pairing, being a part of BATTI and working with Anne at Prospect Sierra.



Alumni News

EXPANDING





Khæ Saetern | Graduate student
Graduate science program, Fresno

Jessica Ratcliff | 1st
Malcolm X Academy, San Francisco

Kevin Smith | 6th
Kittredge School, San Francisco

Clare Stapleton | 1st
KZ Armenian School, San Francisco

Ophelia Wong | 3rd
Katherine Delmar Burke School, San Francisco

Ivy Young | 4th
San Carlos Charter Learning Center, Oakland

Rebecca Wunderlich | 5th
Marin Primary and Middle School, Mill Valley

Beth Brizendine | 2nd
Prospect Sierra School, El Cerrito

Joanna Belkin | 7th
Julia Morgan Sch. for Girls Humanities, Oakland

Jeremy Davidson | 4th
St. Paul's Elementary School, Oakland

Sadhana Shastri | 1st
Kensington Hilltop Elementary, Kensington

Karen Tang | 4th/5th
Aurora School, Oakland

Rick Stutton | 4th
Florence Elementary, Florence, CO

Sarah Weidman | 3rd
Fred T. Korematsu Academy, Oakland

BATTI

Anne Dinklage | 1st
Prospect Sierra School, El Cerrito

Jessamine Catalfo | 2nd
Redwood Day I, Oakland

Catherine Aragon | 1st
Live Oak School, San Francisco

Samuel Blattner | 4th
Mount Tamalpais School, Mill Valley

Miriam Eugenio | 1st
Marwick Elementary, Fremont

Emily Ellis | Motherhood
on sabbatical, adopting a child, Sacramento

Ruth Corley | 3rd
Creative Arts Charter, San Francisco

Gentle Blythe | Director
SFUSD Office of Public Relations, San Francisco

Kathy Fujii | 4th
Hesperian, San Lorenzo

Sarahlini Chabel | 3rd
Prescott Elementary, Oakland

THE CIRCLE OF TEACHING

Recent Grad Profiles



LIFE IN THE PRIVATE SCHOOL WORLD

Before coming to BATTI, Sam Blattner worked at the Insect Discovery Lab, a local non-profit, through which Sam brought live insects to over 100 Bay Area schools each year. “The program used insects as a way of teaching about natural history, environmental concerns, and conservation methods. My message was that what students do in the city will affect what happens in the rainforest.”

Sam brought this global vision close to home when he decided to become a teacher: he was hired as a BATTI intern at the Town School for Boys, the same school he entered 16 years earlier in the kindergarten classroom of Anne Ayers. And where was Anne in 2004, when Sam began BATTI? The head of Town’s New Teacher Institute. Sam was assigned as an assistant in a third grade classroom which, yes, was the exact same classroom he had been in as an eight-year-old first fascinated by hissing cockroaches, walking sticks, reptiles, and other creepy-crawlies. “The classrooms have the same setup—a meeting area in the front, with the desks in rows at the back. Now, the once cavernous halls seem kid-size,” Sam says. “Lots of faces that are still at Town have grown up with me. Don Miller was a junior custodian when I was there. Today he’s the head maintenance man and I’m heading off to lead my own classroom.”

Sam’s new home, after eleven years at Town, is Mount Tamalpais Primary School, where he’s teaching U.S. History, California History, and Math to 4th graders. He chose the Mill Valley independent school because, “it emphasizes respect and awareness. Even though it is in non-urban setting, the school is committed to giving a global awareness to its students.” Sam credits BATTI’s Social Foundations class with providing him the tools and curriculum to teach social justice and expose even the very young to this concept of cultural diversity: “We learned to give children ways to feel like they’re cooperating within a global space and to understand that the inner world of our classroom is rarely a mirror of the outer world.”



A LETTER HOME

Sarah Weidman, a 2006 graduate working in a new small public school in East Oakland writes about her new career experience.

Dear Friends and Family,

In September I found myself in a whirlwind of bewilderment and exhaustion at the undertaking I had just taken on (teaching 3rd grade at a new public school in East Oakland). Now, maybe six, seven weeks later, I have perhaps gotten more used to being in a fluctuating state of loving-the-challenge and I'M-GOING-TO-QUIT, and trying to find and make meaning of what I'm doing all day with 20 8 year olds staring up at me (and sometimes doing flips on the rug). The terrifying factor has lessened just a little bit, and I have somewhat gotten used to this person that is referred to during the hours of 8:30–3:00 as Ms. Weidman.

From the beginning I have felt safe and supported by the administration and the staff. In fact, I am carpooling with my principal to a meeting tomorrow and I said to my coworker today excitedly, "I get to spend an hour in the car with Charles!" and he said, "How weird is that? We get excited to spend an hour with our boss." I take it for granted sometimes.

Things that I love: morning meetings on the rug... watching a student who struggles with behavior help a student struggling with English go through the morning routine questions (both with pride)... 10-2's (I talk for 10 minutes, students get to talk for 2)... when I accidentally call myself Sarah and the kids go, "Sarah? You mean Ms. Weidman!" ... When the kids come in early in the morning before school starts anxious for a job to do... telling students that my bike is like my car... a student who has everything-but-the-kitchen-sink in his desk... that during one afternoon he finds it appropriate to pull a superman cape out and put it on as if it's the most normal thing in the world to do... going on a field trip and listening to students' stories about Guatemala, kids pointing out where their parents work along the bus line, and where they live on the walk back to school... skipping stones with them at Lake Merritt,... and watching parents look out for not only their own children, but referring to the other students as "their babies" with affection.

I also really enjoy talking and exchanging ideas with other staff and just hanging out and listening to their stories.

Believe me, there's a lot that I could live without. But as others keep reminding me and I keep reminding myself we've only been in school 31 days. I want the magic wand, the miracle answer, but in the meantime I'll just keep crawling along, laughing and crying (lots of that).



BATTI Coordinator Inspires Excellence



Barbara Henderson is the BATTI Coordinator at San Francisco State University. She is an Associate Professor in the Department of Elementary Education and coordinates the department's graduate and Early Childhood programs. She received her Ph.D. in Education from Stanford University in 1996, her teaching credential from San Francisco State University, and her B.A. from Haverford College. She worked with her colleague Dr. Daniel Meier to author a book on teacher research, forthcoming from Teachers College Press, Spring 2007. Her research is on teacher research and the self-study of teacher education practices. Barbara teaches graduate coursework on teacher research, and a range of classes on child development with a sociocultural focus. Her early classroom experience was at elementary and preschools.

In her BATTI role, Barbara oversees admissions, courses, and instructors. She also helps students navigate the path that leads to earning their teaching credential. While interviewing BATTI applicants, visiting schools to observe BATTI interns, and speaking at BATTI classes, Barbara keeps an eye on her goals for BATTI: that BATTI's future teachers learn effective teaching methods for English language learners, that the interns be exposed to the practices of strong mentor teachers in our public schools, and that BATTI students continually complement their work as assistant teachers in our independent schools partners through excellent instruction and supervision from inspiring, caring, and dedicated SF State colleagues.



BATTI/SFSU

Instructor Profile

It's Deborah Estell's tenth year as a counselor at the John Muir School in San Francisco, her third year as coordinator for the Omega Boys' Club Leadership Academy, her tenth year as a San Francisco State professor, and her third year as BATTI's Social, Cultural and Historical Foundations of Education instructor. Estell speaks with passion about her calling as a teacher, counselor, and teacher for teachers, "It's important that teachers are able to recognize and work with who their students are. This means they have to get through the exterior, which includes the color of their skin, their socio-economic background, their families, and the experiences that these students have no control over. And in order to teach children, you must be able to reach them and accept them. Sometimes what stands between a teacher and a student are biases. BATTI's San Francisco State University classes teach that it's important to acknowledge that those biases exist and not allow them to dictate or determine the type of teacher they'll be or instruction they're going to give."

Estell's perspective has always been focused on education. "Ever since I was five, I knew I wanted to become a teacher. By the time I was twelve, I knew I was going to get a master's degree and become a counselor. I never held myself to the standard of my classmates, but of my teachers. When we took shorthand in high school, if the teacher could write 120 words a minute, then I learned to too." When the teacher's gold standard is a long line of teachers, we know that BATTI students are learning from the very best.



BATTI in the Community

BATTI was fortunate to receive recognition from the San Francisco media in July, in the form of a community service award granted by radio station 92.7 (Energy FM!), and an accompanying award of \$500 from the Cingular Wireless Foundation. The text of the award read:

Energy 92.7 and Cingular are shedding light on the people who raise the bar in the Bay Area. The Cingular Spotlight continues this week as we recognize Bob Houghteling, the executive director of the Bay Area Teacher Training Institute, or BATTI, as it is commonly known. BATTI provides mentoring and training to future teachers so they may remain in this important career long term. BATTI also strives to recruit more minority teachers to the field and places its student-teachers as volunteers in local public schools. Bob Houghteling is a model teacher for teachers, whose work in the community ensures the number of well-trained dedicated teachers in the Bay Area will continue to rise. Cingular is donating \$500 to Bay Area Teacher Training Institute because he is this week's Cingular Spotlight Community Hero... Cingular supports community-based programs and organizations that address educational, cultural, and social issues affecting the quality of life in our communities.



BATTI is making more of an impact in the public school world. Half of the 2006 graduating class chose public school work, in schools in San Francisco and the peninsula, Marin County, and Oakland. Last year BATTI interns contributed to the public schools in these ways:

- In their first year of the program, they volunteered from 60 to 75 hours in public school classrooms, as reading and English language tutors and small group leaders.
- Last summer, 17 interns taught in the Daly City schools for 4 weeks, 5 taught at the Cragmont School in Berkeley, and two were co-teachers at Project Discover, a public-private partnership between 10 San Francisco independent schools and the Boys and Girls Club
- Bringing ideas like literature circles to their public school classrooms, they get a chance to teach English language learners, and see how hard-working public teachers can add creative ideas to the new scripted reading curricula
- By attending afterschool forums such as the one held last May at Harvey Milk School, they have conversations with their public school mentor teachers about differences and similarities in the two teaching environments.

Financial Report

FOUNDATION GRANTS

BATTI has received grants from these foundations. We thank them for recognizing our work in the community:

- The Cingular Wireless Foundation*
- The Gloria Ross Foundation*

BATTI DONATIONS

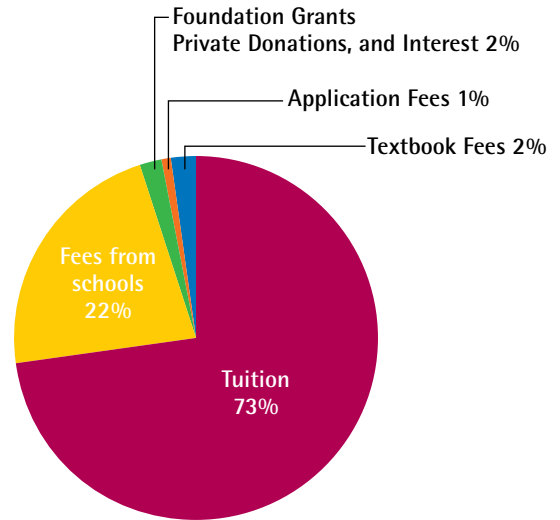
BATTI wishes to thank the following generous donors for their contributions in the last year:

<i>Nancy Clark</i>	<i>Fiora Houghteling</i>
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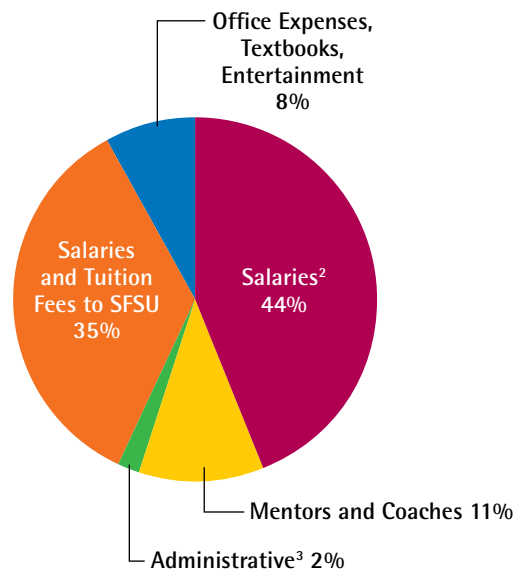
And we wish to thank the following schools for their generous donation of space and materials:

-
- Nueva School*
 - Prospect Sierra School*
 - Saint Paul's Episcopal Day School*
 - San Francisco Day School*
 - San Francisco Friends School*
 - The San Francisco School*

OPERATING INCOME¹ \$302,196



OPERATING EXPENSES¹ \$267,349



¹(After Operating Income and Operating Expenses) For Year Ended June 30, 2006

²(After Salaries) Salaries for Director, Instructors, Supervisors

³(After Administrative) Includes Outreach, Insurance, Accounting

MISSION STATEMENT

The Bay Area Teacher Training Institute (BATTI) provides the highest quality graduate level thematic instruction to a supportive cohort community of intern teachers working at excellent independent, parochial, and charter schools. BATTI mentors and supervisors give expert coaching, and BATTI continues to guide teachers as they enter the teaching field. BATTI seeks to diversify the teaching profession by attracting more males and teachers of color.

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