

B A T T I



Bay Area Teacher Training Institute



# BRIDGE to the FUTURE



2006-2007 | Annual Report

### **BATTI 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.

### **THE DEPARTMENT OF ELEMENTARY EDUCATION MISSION STATEMENT**

The Multiple Subject Credential Program at San Francisco State University acknowledges the rich and complex socio-cultural context in which it is embedded. It is designed to foster competence in the theoretical understanding and pedagogical and management skills necessary for effective practice in linguistically and culturally diverse classrooms.



# FUTURE

## BUILDING BRIDGES

BATTI began in 2002 as a partnership between San Francisco State University and twelve independent schools to educate 18 daring new teaching interns. What trusting pioneers these first BATTI interns were, putting their faith in our principle that combining full-time teaching with high quality university instruction is an excellent way to start off a new teacher's career. We have now graduated 70 new teachers, including 24 newly minted Cohort 4 graduates who are successfully negotiating their first year. Currently enrolled are 24 Cohort 5 second-year interns who are making their way to a May graduation, and an impressive group of 30 new Cohort 6 students adjusting to the rigors of full-time work and evening classes. As our program grows and our list of alumni lengthens, we seek new ways to maintain connections and innovate our program to meet upcoming challenges.



*from the executive director*

For the first time, we have interns at Marin Country Day, Children's Day, and St Thomas the Apostle. We also welcome two new members to our Board of Trustees: Suzette Duncan, a graduate of Cohort 3 and a teacher at Prospect Sierra School, and Tom Little, the Director of Park Day School in Oakland.

We also want to extend a welcome and thank you for his hard work to Natalio Avani, who serves this year as the interim chair of the Department of Elementary Education and continuing chair of Secondary Education at San Francisco State University. We also thank Dr. Barbara Henderson of the Department of Elementary Education. Barbara continues to be BATTI's SF State coordinator, now in her fourth year in this role.

In her letter on Page 10, Dr. Henderson describes California's retooling of teacher credential requirements and the challenges this has created for credential programs. Partly in response to these changes, BATTI launched its exciting new Bridge Program this year, which brings together three facilitators with BATTI graduates every three weeks to continue teacher education—providing a forum for discussion and support. I have been able to devote major time to designing this new Bridge Program, since I retired from the Prospect Sierra School this past summer after 20 years of teaching. While I miss my classroom, it has been exciting to be full-time in my role as BATTI Director as of September 2007.

In looking back over BATTI this year, the bridge theme—connecting, joining, spanning—recurs again and again. We highlight in this annual report the connections forged between a pair of public and private school teachers. We introduce a professor who joins together the San Francisco State program and BATTI classes. We hear the tales of BATTI graduates who have bridged cultural differences in their classrooms. And we learn about the work of our board member, Mona Halaby, who carried her love of teaching to a small school in the West Bank town of Ramallah. My hope for BATTI is that it continues to provide interns with the education and mentorship it has come to be known for, while finding new ways to bridge diverse parts of the Bay Area educational community.

A handwritten signature in black ink that reads "Bob Houghteling". The signature is written in a cursive, flowing style.

Bob Houghteling  
BATTI Executive Director

# Grad Report

On Saturday, May 19th, BATTI celebrated its largest-ever graduating class of 24 interns in a packed hall graciously lent by San Francisco Friends School. The graduates had chosen SFSU instructor of Reading and Social Studies, **Katrina Tilds**, to deliver some final words of wisdom. A young, charismatic sixth grade teacher at Lawton Alternative Elementary School in the San Francisco Unified School District, Katrina delivered a humorous and heartfelt speech excerpted here.

• • •

I have figured it out. I think many of you have figured it, too, because you are here. We have the best job in the world. I have boiled teaching down to two things: love and strong scaffolding. Let's talk a little bit about love.

Most of my friends are lawyers, bankers, and corporate executives. When my friends want to hear a story, who do they come to? Me. "Tell us a story, Katrina. How are your kids, Katrina? Any other stories, Katrina?" Or, as my eighth grader, Waldemar, says, "Give us another hurricane, Katrina."

...Now we all know that not everyone can be a teacher. Proper training and excellent role models can produce effective educators. But

what does it take to be an excellent teacher? Strong scaffolding and lots and lots of love.

Scaffolding is a process that enables a child to achieve a goal or carry out a task that he or she would not be able to do without teacher assistance. While in high school, I taught basic swimming strokes to elementary age kids. As my swimmers' skills improved, I knew it was time for them to attempt the ever-important flip turn. I guided a young girl through the motions. With my guidance, she attempted the turn. After a few more tries, my swimmer was able to execute a perfect flip turn off the wall. She climbed out of the pool with a lifelong skill.

It is easy for me to forget those miraculous moments in the pool. Yet every day, I am reminded how of much I love my job. Kids are funny. I love them. You love them. Kids make us laugh, they make us think, they show us a new perspective on the world, and they make us question our own. We teach them, but in reality, they teach us more. Congratulations to all of our esteemed graduates. I wish you the best of luck, and I ask you to remember that strong scaffolding and lots of love will make you an excellent teacher.



# Alumni and Job Placement

KATRINA TILDS



Misato Araki	Stayed at SF Friends School, K Assistant
Zachary Bloom	SF Friends School, 4th grade Assistant
Rebecca Carmona	Stayed at St Paul's, now 7/8 Humanities Teacher
Mike Drum	SFUSD Lafayette School, 5th grade Lead Teacher
Katia Dunkel	Learning Without Limits, new small school in Oakland USD, K
Jeff Grether	Stayed at Windrush School, now 4th grade Lead Teacher
Ryan Hopper	Chinese-American International School, 2nd grade Lead Teacher
Liz Johnson	Stayed at Prospect Sierra School, K Co-Teacher
Kate Juergens	Stayed at Cathedral School, 1st grade Lead Teacher
Helen Kang	Windrush School, K Lead Teacher
Natalie Karet	Junipero Serra Elementary, South San Francisco USD, 1st grade Lead Teacher
Noah Kelly	Stayed at SF Friends, 2nd grade Co-Teacher
Meredith Kleinschmidt	Garfield Elementary school, SFUSD, 5th Grade Lead Teacher
Emily Koch	Presidio Hill, 2nd grade Lead Teacher
Leah Kessler	Moved to Michigan, part-time teacher, part-time curriculum developer
Carli Lowe	International Community School, Addis Ababa, Ethiopia, Preschool
Sandra Mello	Peace Corps volunteer, Teaching in Vanuatu, Oceania
Tim Motley	Not teaching this year, Taking care of his father
Monica Padilla	Stayed at Cathedral, 1st grade Assistant
Ana Rosenbloom	Trinity School, Menlo Park, Jr. K Teacher
Rachel Stoddard	Futures School, Oakland USD, 2nd grade
Molly Tascone	Pacifica, Substitute Teaching
Martiniano Villanueva	Garfield Charter, Redwood City USD, 4th grade Lead Teacher
Meg Wood	Stayed at Black Pine Circle, 6th grade Math & Science

# From One Great Teacher...

"I began teaching at an 'older' age," **Kathleen Giustino** begins, explaining how she embarked on what is now a twenty-year teaching career in the Berkeley public schools. After she and her husband had their first child, Mrs. Giustino stayed home with her son. "I started to babysit for other moms," she recalls. "And the ones who were teachers said 'You would be such a great teacher!' My mom had always said the same thing, so this time it 'stuck' and I worked for my credential. That was twenty years ago." Mrs. Giustino has now gained the National Board Certification, as well as her Masters in Early Literacy. She has taught at two different schools in the Berkeley district and is particularly happy to teach in the same community in which she lives.

Her unusual path—entering teaching after starting a family—has been mirrored by Mrs. Giustino's BATTI intern, **Diep Doan**. Diep began as an intern in Mrs. Giustino's class at the Cragmont School in the fall of 2006 and then, by her own choice, Diep continued on with Mrs. Giustino during six weeks of the summer school program. Diep's teaching career began in Ho Chi Minh City, Vietnam, where she worked as an English teacher. After completing two masters degrees in the United States—one in International Peace Studies and one in International Education—Diep settled

in Berkeley and started a family. When her daughter entered kindergarten at the Prospect Sierra School, Diep was inspired to return to teaching and decided to enter the BATTI program. Although Diep led her own classroom before, she recognizes vast differences between teaching in Vietnam and in the United States. In Vietnam, she remembers, "Students sit in rows, sit up straight and do not talk. Here, with all the individualized attention...I'm learning about that."

Diep is the fifth BATTI intern to work in Mrs. Giustino's class. "Each intern," Mrs. Giustino reports, "has been wonderful in a different way." The interns from BATTI who



DIEP DOAN

KATHLEEN GIUSTINO

*"Although the public school really requires that you follow the standards, she always managed to include something else, or to connect this with that."*

## ...to Another

work in public schools like Cragmont, she points out, are already “well-versed” in how to work with children. So while “every adult who sets foot in the classroom is potential help,” BATTI interns bring with them the experience of working full-time in independent school classrooms.

Working in Mrs. Giustino’s public school classroom has been deeply beneficial to Diep as well. Mrs. Giustino, Diep says, brings her classroom alive with “teachable moments.” Although “the public school really requires that you follow the standards, she always managed to include something else” or to “connect this with that.” While less experienced teachers focus on the lesson that they have planned, Mrs. Giustino moves around flexibly; “her mind is constantly working,” says Diep, admiringly.

Diep marvels at the high energy Mrs. Giustino maintains throughout the day. In private school classrooms, each lead teacher is assisted by a second (or third) adult. Mrs. Giustino, however, is often on her own with twenty kids. During summer school, in addition to the standard academic subjects, Mrs. Giustino was also required to teach Physical Education.

While most would be daunted by this task, Mrs. Giustino was not. “She has a black belt in Japanese martial arts!” Diep reports, still amazed. “She spent several years in Japan.”

Having now gained experience in private and public school classrooms, Diep recognizes that the needs of public school students are often greater. “I feel a strong desire to help these kids. They need more—more reading to them, more stories, more introduction to this or that, because they sometimes don’t have that at home.” She hopes that the students that she has encountered can also “feel the connection, can feel that you really care.”

Diep’s desire to connect with the students came across quickly to Mrs. Giustino.



“Diep is so quiet and deep and humble. There was no job so small that she would not do it nor so great that she could not.” Although, in Kathleen’s words, “it takes all hands to do the job” of running a classroom, Diep was able to go above and beyond. “She always was cheerful and ‘present’ for each child.”

Diep impressed not only Mrs. Giustino, but also the second-grade students. They “asked about her when she was gone,” Kathleen recalls. “You have to make a huge positive impression on a seven year old for him or her to remember you when you are out of sight. If she missed a Wednesday, the students were sad. Me, too,” Mrs. Giustino adds.

The principal lesson that Diep has taken away from working with Kathleen is how to maintain a balance in the classroom. As an “experienced teacher who loves the kids very much, Mrs. Giustino has developed a particular way of dealing with the children.” Challenged by the range in the class, the different backgrounds, and the fact that a lot of the students need help, she is able to be “firm with them, getting them to focus and learn,” while, at the same time, letting them know that she cares for them.

To this day, when Diep returns to visit Vietnam, she contacts her elementary school teachers. “The connection is very deep; like parents,” she says. She has seen in Mrs. Giustino the level of caring that creates such lasting connections.

# Alumni Stay Connected



## COHORT 1

**Jeremy Davidson** reports: "I'm great. I'm starting my third year as a fourth grade teacher at St. Paul's Episcopal School. Last year I started a pen-pal project between our fourth graders and elementary students in northern Iraq. I'm hoping to expand the program to include the third graders this year.

**Cassie Heaton** checks in: I've completed my first year teaching first grade at Bayshore Elementary in Daly City, and had a great year. I feel like I lucked out with having such a great school community and flexibility to create my own curriculum this year, and I'm excited to have a foundation laid out for next year's first grade class.

**Zach Jones** writes: Back at CAIS... 4th grade...not much new.

**Gina Morris** is in her fourth year as a 5th Grade Teacher at the Seven Hills School in Walnut Creek, CA. Gina recently applied for and received a grant from the Board of Trustees at Seven Hills to begin researching, planning for, and envisioning a future intern teaching program at her school. "I'll definitely keep all BATTI folks in the loop on this one. Hopefully we'll be able to start a small program in the next year or so!"

**Liz Nichols** is in her second year as Storytelling Director of Stagebridge in Oakland, the nation's oldest senior theatre company. She trains seniors and helps bring assembly and classroom programs into schools. On the home front she is about to have an empty nest, with daughter Kate leaving soon for a gap-year semester in Israel and then onto Carleton.

## COHORT 2:

**Jessamine Catalfo** has big news: I am pregnant and will be going on maternity leave in early November for the rest of the year!

**Jen DiPrisco** reports: In addition to my primary role as mommy, I've recently earned a new credential: I am now a certified fitness instructor, and I'm about

to begin teaching exercise classes for pre- and post-natal moms...The classes are designed to give new and expecting moms a good strengthening workout, with baby in tow... it's a blast!

**Kathy Fujii** is returning to Hesperian Elementary School in the San Lorenzo Unified School District, starting her third year of teaching. She will be teaching 5th grade this year, looping with her fourth grade class from last year. "They were a great class and I wanted to spend one more year with them."

**Reggie Mateo**, declining an invitation to the BATTI Bridge program: "Thank you for the invite...but it will be impossible for me to attend this workshop since I am down here in Los Angeles. I am now working at a school in North Hollywood called The Country School. Give my regards to Cohort 2 and take care!"

**Estrella Nash-Tempkin**: I will be teaching second and third grade at Aurora in Oakland again in the fall. I've found the BAWP (Bay Area Writing Project) workshops to be incredibly valuable, as well as the bookmaking course through Chabot Space and Science Center.

## COHORT 3:

**Jodi Epstein**: I just got my first sickness of the year this weekend, but the year is going well so far! A lot less stressful than last year; it's nice to have the same grade in the same school...

**Annie Pietraszek** calls out: "Hello all, I am participating in a teacher exchange program. I will be teaching in Sevilla, Spain next year. I am not quite sure of the age yet, but it will be primary school. In Spain primary school means 7 to 11. Have a Great year!"

**Sadhana Shastri** reports in: I will be teaching a K/1 combo class at Kensington this year. Another one-year appointment. The combo is going to be challenging, but the second year of teaching will definitely be less hectic than the first year. I hope we can have another BATTI '06 reunion (I missed the last one) before the year is out.

**Sarah Weidman** reports: I will be teaching third grade at Saklan Valley School in Moraga, CA. with 14 students!! (9 boys...yikes!). I just found a really good book for disorganized folks called Too Much Stuff, Too Little Space, and it describes the importance of an organized classroom and how to make your classroom more organized. It's a thin book and very easy to read.

**Winnie Law** will be returning as a first grade teacher to New Highland Academy, a new small school in OUSD.

# New BATTI Bridge Program

At BATTI's third retreat in October 2004, one enthusiastic second-year intern, caught up in the moment of communal warmth, demanded, "We have to keep this thing going. We need to keep up our spirits by meeting next year when we have our own classrooms." This impulse is the basis of the BATTI Bridge program. Every three weeks this fall, six new teachers have gathered for talk, good food, and advice-sharing. Five of the six post-BATTI "Bridgers" are independent school teachers in the East Bay (with no BTSA induction program or weekly meetings to attend), and one is a brand new first grade teacher in a Daly City public school. They teach in grades K to 6. While they all are feeling the joys of "doing it by themselves," they also admit to the occasional wistful look backward to their assistant days when they didn't have to face parent challenges, difficult children, and curriculum questions on their own.

Deftly guided by veteran educators and seminar instructors Deborah Robison and Harriet Finkelstein, with occasional wise comments from caterer Bob Houghteling, the group has followed the arc of concern experienced by many new teachers: How do I squeeze my presentation at Back to School

Night into the 20 minutes the administration allows us? How should I structure parent conferences—should I listen to the parents' ideas about their kids, or should I script the conference carefully myself? How honest can I be on the progress reports if the parents haven't ever heard anything negative about their child? What do I do if my colleague doesn't want to share ideas with me? The group operates like a case-study conference, with one new teacher at a time taking 15 minutes to present his or her troublesome area for a thoughtful discussion by everyone, with special wisdom from the most experienced hands.

At the end of our two-hour sessions, all of the teachers linger, not wanting to say goodnight and let go of the comfortable, warm atmosphere. But we have our next session to look forward to. What will we talk about next: How to cope with pre-holiday craziness? How to keep ourselves in balance when the work never seems to get finished? How can this job that looks so simple to the outsider be so hard and relentless? The one thing we know is that we are all in it together.



# Smooth Transitions

When the Garfield Charter School in the Redwood City School District offered



**Martiniano Villanueva** a first grade position in June, he jumped at the opportunity. “The commute is not too bad, only 40 minutes, and I usually relax from 3 to 5, go out for a little dinner at Whole

Foods, and come back and work until 7 most nights.” The year has definitely had its ups and downs, he admits, but as we talked on Halloween night, Martiniano’s love for his new kids and the pleasure he is getting “in the little things” shone through.

As a first-time Lead Teacher, Martiniano, who is bilingual himself, is facing new challenges as he teaches his students to read and write in Spanish and English. “The first grade is dual immersion, and we are center-based. It’s a lot of work (and paper!) to set up centers for my 20 kids, but since I am by myself, it means that I can interact intensely with a small group of 3 or 4 kids at a time, which they really need.”

The greatest joy for Martiniano is seeing the appreciation of his first graders. The recent bus ride to Half Moon Bay was “the greatest

field trip ever” according to one young girl, and that was just riding on the bus, before they even got to the pumpkin patch and got lost in the corn maze! The “little things” that happen everyday keep him going. His sweetest and most embarrassing moment came when a little girl looked up at him and dreamily told him, “Maestro, usted está muy bonito.” (Oh, teacher, you are very beautiful.)

The long day is made a little easier by the support of the three other first grade teachers, one of whom is assigned as his official Beginning Teacher Support and Assessment (BTSA) mentor and coach. Sharing curriculum and management ideas with her has been extremely valuable.

Martiniano doesn’t feel he would have been ready for this first year if he hadn’t had two years of BATTI experience. After his graduation from UC Berkeley, Martiniano enrolled in the BATTI program and worked as an intern at the San Francisco School. “If I had gone into this classroom on an emergency credential, I would have been totally lost in the first week...Every day would have been like one of my bad days.”

Martiniano’s advice to BATTI students? Take a look at his district when you are job

hunting! They gave him credit for his two years of BATTI teaching, and started him off with a salary many thousands of dollars higher than he thought he might be getting. “The two years of BATTI may seem like a long time, but it flies by, and it does give you the confidence and experience, as you work things through at your private school, that prepares you for the things you will face in your first year.”



# Rites of Passage: Advice from a 7-Year Vet

**Nancy Lopez-Schreiber**, a graduate of BATTI's second-ever cohort, is in the midst of her seventh year of teaching. Her advice to new teachers and the current BATTI interns? "Everything falls into place after your first year. I wish I would've believed it six years ago." Now, Nancy is one of the head teachers in the kindergarten of St. Paul's Episcopal School. She prides herself on the creativity and cultural awareness she brings to the classroom and can state proudly, "I know what I'm all about as an educator; I just have to keep growing."

Nancy plunged into teaching seven years ago and reports barely having time to breathe during her first two years. Hired at a parochial school in San Pablo, the same one she attended K-8, her first classroom had twenty-six students. State curricular requirements informed most of the structure of her teaching and the pressures of running the classroom allowed her little time for reflection. Nancy's decision to enter the BATTI program was, in large part, based in her desire to take a step back. "BATTI gave me the time to really get to know who I was as a teacher." As an intern, she was able to learn through observation; in BATTI classes, she could "hone basic skills." Working at an independent school, something that was new to her, allowed Nancy a refreshing sense of flexibility in regards to curricular planning.

The transition from an urban, parochial school to the private school setting was not without its challenges. At first, Nancy found the cultural aspect of the adjustment difficult. While in her first teaching job, Nancy was surrounded by students and teachers who, like

herself, were of diverse cultural backgrounds, she found herself in the minority at St. Paul's Episcopal. Nancy used her distinctiveness, however, to enrich the classroom and has infused her kindergarten class with bits of her cultural heritage and Spanish language. At an end-of-the-year assembly during her second year as an intern, Nancy's third graders performed Mexican folk dances. She could not have foreseen her position at St. Paul's Episcopal seven years ago; therefore Lopez-Schreiber's advises BATTI interns in the job search to rely on their instincts. "The right school will just speak to you. It will just feel right; even in the interview, it will feel right."

Nancy credits her BATTI instructors with reinforcing perhaps the most important aspect of teaching: having fun. "If it's not fun, it isn't learning," was the message that they delivered. If one of BATTI's main objectives is to train teachers with a longtime commitment to teaching, Nancy Lopez-Schreiber is well on her way to achieving this. Fun and creativity, flexibility and continued learning seem an ideal formula for a sustainable, enriching career in education.



# The Portfolio Connection

As a professor at San Francisco State in the College of Education since 1998, I have been in the midst of changes in teacher credentialing throughout my career. In Spring of 2004, California shifted to a new set of credential requirements for teachers, moving from credentials granted under



BARBARA HENDERSON

the old Ryan Act of 1970, to those under the current SB 2042 legislation. This marked a significant change in teacher credentialing practices in the State of California. In practice, the implementation of 2042 has also been affected by No Child Left Behind, the national legislation on education. Among the many requirements exacted on children, schools, and teachers by NCLB, one has been that states must define "highly qualified teachers." Therefore, SB 2042 requires that credential candidates undertake a culminating assess-

ment, which the commission calls the Teacher Performance Assessment (TPA). Similar portfolios have also been used successfully in the much larger Multiple Subject credential program in the Department of Elementary Education at San Francisco State University. Despite our success with portfolios as a holistic assessment and capstone experience, recent changes from the California Commission on Teacher Credentialing now require us to phase out portfolios, and choose from a more restricted set of approved TPAs.

Candidates from BATTI Cohort 5, who will graduate this coming May, will still create portfolios as their TPA. Thereafter, BATTI teacher candidates will use a final assessment called PACT (Performance Assessment for California Teachers). The PACT is a kind of portfolio, but it follows a much narrower and more highly specified set of guidelines, both in what it must contain and how it is evalu-

ated. In brief, PACT requires teacher candidates to create and teach 3 to 5 connected lessons; mathematics has been the required subject thus far. Additionally, candidates must provide a videotaped recording of one or more of the lessons in the unit. This video clip is submitted along with the write up.

On one hand, it is hard to move into a system where a TPA like PACT supersedes the more direct recommendation for the credential made by the university. On the other hand, we feel certain that the combination of coursework and classroom experi-

ence strongly prepares BATTI candidates to succeed with the PACT. We will begin to work with Cohort 6 on PACT in the spring semester of 2008.

ment, which the commission calls the Teacher Performance Assessment (TPA).

From the inception of the TPA, our BATTI program has required its teacher candidates to create cumulative portfolios, comprised of



# The Literacy Link

Professor **Marty Conrad**, a veteran reading specialist and beloved SFSU faculty member, began teaching for BATTI during the summer of 2007. Although she holds a PhD in education from Cal, has spent seventeen years educating teachers at Berkeley, St Mary's and SFSU and fourteen years in the Berkeley public school system, Professor Conrad traces her career path back to one, simple origin: "I loved to read as a child. I came from a reading household, that's what everybody did. I grew up two blocks from the public library in San Luis Obispo."

Now, Professor Conrad's mission is to bring literacy, through strong reading education, to as many children as she can possibly reach. "There are a huge number of children who don't have access to books, unless they are in classrooms where teachers provide them. Schools have to be providers of literacy for lots and lots and lots of kids -- for millions of children. I really love teachers and I love kids. So I hope to inspire teachers to teach well, to empower teachers to be better language arts teachers, and to show them how to do it."

When SFSU and BATTI students enter Professor Marty Conrad's classroom, they cannot expect to sit back and listen. As Professor Conrad reports, "I teach teachers the same way

I teach kids; they have to do the same things that I have my kids do. I don't believe that you remember things unless you do them."

Professor Conrad hopes that the BATTI interns will work to ensure that each student in their classroom learns to read, just as they once did. Accomplishing this, in Professor Conrad's view, requires a good strategy, high expectations and abundant excitement about reading. "You have to believe that every child is capable of acquiring this skill. What will make a reader is engagement; and engagement comes with the type of books that you expose the child to. Exposure, engagement, excitement and a belief that the child can be a reader. The child then believes that he or she can be a reader."



# It's a Small World

**Mona Halaby**, a BATTI board member and teacher at Park Day School in Oakland, is spending the year teaching in the West Bank city of Ramallah. Mona Halaby has pioneered the way that educators think about class meetings, culminating in her recent book, *Belonging: Creating Community in the Classroom* (Brookline Books, 2000). She has generously allowed us to reprint her eye-opening descriptions of life in the classroom at the Ramallah Friends School.

...

August 26 and September 9, 2007

*For those of you who may not know it yet, I am off to Ramallah for a year of teaching. It is a unique opportunity to make a contribution to my people and I am joyful at the prospect of new growth and adventure. I am excited to work closely with the teachers and hopefully help make a difference in the way students interact with one another.*

...

September 14, 2007

*One of the 5th grade teachers had a hard time with her civic education class. Could I come observe, she asked? Of course. The minute I approached the door, I could hear the thunderous announcement of a chaotic classroom. I opened the door...*

*I asked the teacher if she'd allow me to intervene. She agreed with obvious relief... The lesson was on human rights and, in particular, children's rights. "I see many faces in the room that want to learn, but cannot with this amount of noise and disrespect. Tell me, you who want to learn in this class, how do you feel?" Hands quickly went up. "I am annoyed." "I am angry." And the best answer, "I am angry that my right to learn is taken away by those noisy students." Well, that had a sobering effect on the class! I then asked the whole class to take out their notebooks and to write an incident when their rights were taken away from them. "What?" they exclaimed with helplessness. "What do*

*we write?" I told them that when I have to be stopped at the checkpoints and am asked to show my passport, I feel my right to free movement is threatened.*

*Immediately some children began to write. They were unleashed.*

*A few days later their teacher came to thank me for my intervention. Then she asked me how best to follow up on the last*

*lesson. I suggested that she could deny her class their recess one day, not as a punishment, but as a first-hand experience of an infringement on their rights. She could then follow up with how to organize peaceful dissension, such as non-violent demonstrations, messages on posters, and signing petitions. The teacher's eyes lit up. She was going to try it. I hope I am not creating mutiny at the Friends School!!!*

...

October 5, 2007

*I am starting to see signs of small successes. They are like little tender green shoots that need water and sunshine. They are signs of hope, the beginnings of change at the Friends School. Yet they will need nurturing if they are to survive and grow stronger.*



Ramallah

# Financial Report

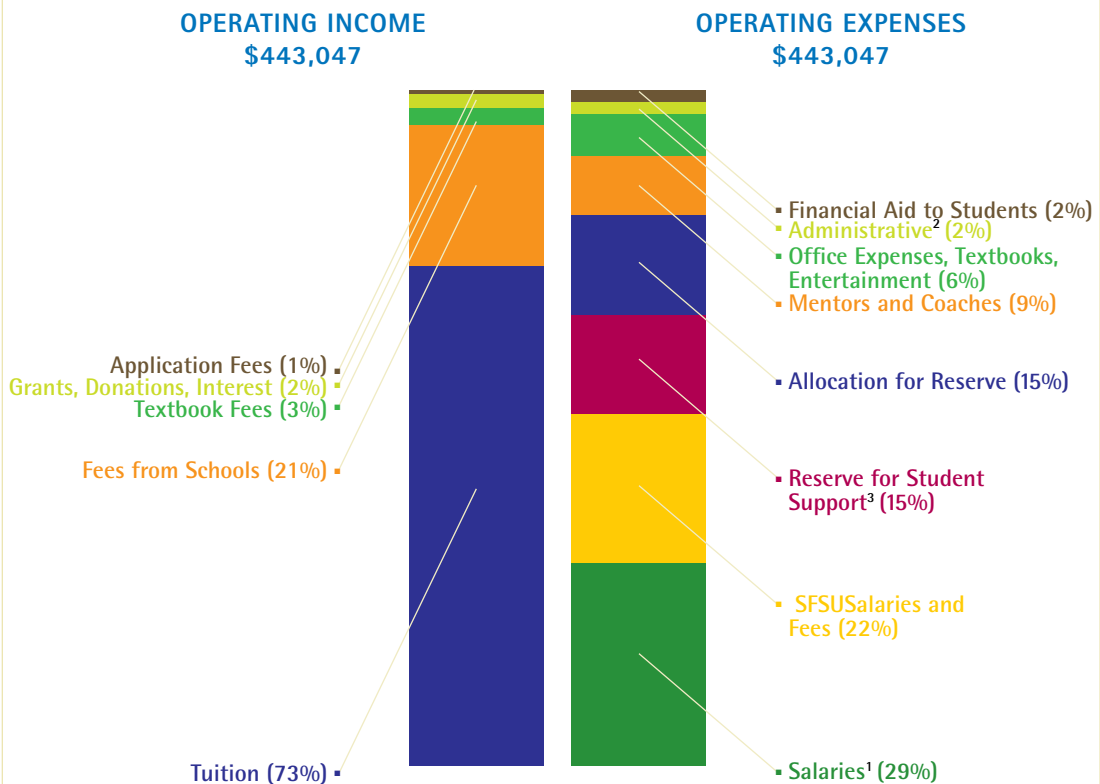
## BATTI DONATIONS

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

*Nancy Clark*  
*Dee Desmond*  
*Terry Edeli*  
*James Fishel*  
*The Gloria Ross Foundation*  
*Mark Greenside*  
*Mona Halaby*  
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*Mary Houghteling*  
*Michael (Kim) Marshall*  
*Helen McKenna*  
*Karan Merry*  
*Loren Stephens*  
*LeRoy Votto*

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*



<sup>1</sup>Salaries for director, instructors and supervisors

<sup>2</sup>Administrative expenses include outreach, accounting, and insurance

<sup>3</sup>Student support includes future increased financial aid and a larger Bridge program for recent graduates

**SAN FRANCISCO STATE  
UNIVERSITY COORDINATORS**

Dr. Natalio Avani, Interim Chair  
Department of Elementary Education

Dr. Barbara Henderson, Associate  
Professor, BATTI Coordinator

Dr. Carol Langbort, Professor,  
BATTI Coordinator 2002–2004

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Suzette Duncan, Teacher, BATTI Alumna  
Prospect Sierra School

Mona Halaby, Teacher and Author  
Park Day School (on leave)

Tom Little, Director  
Park Day School

Karan Merry, Head  
St. Paul's Episcopal Day School, Oakland

**EXECUTIVE DIRECTOR**

Bob Houghteling

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Deborah Robison  
Rachel Rosner  
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**BATTI COALITION  
MEMBER SCHOOLS**

Bentley School  
Berkwood-Hedge School  
Black Pine Circle School  
Katherine Delmar Burke School  
Carey School  
Cathedral School for Boys  
Children's Day School  
Chinese-American Int'l School  
Hamlin School  
Head-Royce School  
Live Oak School  
Marin Country Day School  
Mount Tamalpais School  
Nueva School  
Park Day School  
Prospect Sierra School  
Redwood Day School  
Saint Paul's Episcopal School  
Saint Thomas the Apostle School  
San Francisco Day School  
San Francisco Friends School  
The San Francisco School  
Seven Hills School  
Stuart Hall School for Boys  
Town School for Boys  
Windrush School

**COOPERATING  
PUBLIC SCHOOLS**

*Berkeley USD*  
Cragmont School  
*Daly City Schools*  
Susan B. Anthony Elementary  
Ben Franklin Intermediate  
Daniel Webster Elementary  
*Boys and Girls Clubs of SF*  
Project Discover  
*SFUSD*  
Argonne School  
Bessie Carmichael School  
Harvey Milk Civil Rights Academy  
Monroe Elementary  
John Muir School  
Sherman School  
Yick Wo School  
*San Leandro USD*  
John Muir Elementary  
Wilson Middle School



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