

Overview



In September 2002 a new teacher training and credential program was launched in San Francisco. The Bay Area Teacher Training Institute (BATTI) is an alternative credential program for paid elementary school assistant teachers supported by a coalition of Bay Area independent schools. Based on the principle of Learning by Doing, the program offers teacher candidates the opportunity to receive a California Multiple Subject Credential through San Francisco State University while working full time as paid assistant teachers.

The institute is designed to serve paid assistant or “intern” teachers from a coalition of independent, parochial, and charter schools, and is open to all candidates interested in receiving excellent training, attending lively and inspiring seminar classes, and gaining a multiple subject credential that will qualify them to teach in any California public or private school, in elementary school or in a core program of middle school. Our program provides supervision to credential students in addition to the guidance the assistants receive from their mentor/lead teachers at their schools.

University credential classes are held at a convenient location at one of the coalition schools in San Francisco or the East Bay. The coalition schools include Brandeis-Hillel, Burke’s, Carey, Cathedral, Children’s Day, Chinese-American, Hamlin, Live Oak, Marin Country Day School, Nueva, St. Matthew’s Episcopal, San Francisco, San Francisco Day, San Francisco Friends, Stuart Hall, and Town. In the East Bay, coalition schools include Bentley, The Berkeley School, Black Pine Circle, Head-Royce, North Oakland Community Charter School, Park Day, Prospect Sierra, Redwood Day, Seven Hills, and St. Paul’s Episcopal Schools.

In all five semesters of the two year program, students take two late afternoon classes each week and twice a semester Saturday seminar-style classes with their cohort of 25 fellow students, while working as assistant, intern, or head teachers. They also spend one morning each week in a local public school, gaining valuable experience in that setting. During the summer after the first two semesters, students teach in a public school setting, while continuing with their education classes.

The program consists of 38 semester units, including ten units of supervised classroom teaching. Nine of these units are transferable to a masters program if the student chooses to continue enrollment to pursue that degree.

The cost of the 21-month program is approximately \$500 per unit or \$3,800 per semester. Financial aid is available through a variety of sources, including loans administered by the university and U.S. government grants including Pell and AmeriCorps grants.

The institute seeks to help diversify the teaching ranks. We offer a friendly and professional program. Small seminars with excellent instructors and close supervision from thoughtful, experienced supervisors create an atmosphere of reflection, collegiality, and support that will attract good teachers to the profession and help them thrive.

For more information:

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| Contact | Bob Houghteling, Executive Director |
| Address | 6134 Harwood Avenue Oakland CA 94618 |
| Telephone | 510-655-2944 |
| E-Mail | info@ba-tti.org |
| Web | www.ba-tti.org |

Public School Experience



While BATTI students' major experience is in the school that hires them, they get 60–75 hours of experience during the first year and 90 hours during the summer in public schools. About half of our graduates teach in public schools.

During the first year of the program, students will be assigned to work in a public school convenient to their school or home. They will be matched to a grade level of their interest or a grade level that can fulfill a state requirement for practice with lower and upper elementary grades. They will work with an experienced mentor teacher and their classrooms will have at least one-third English learners.

BATTI students become regular volunteers, or Observer/Participants, serving on a regular basis, for example every Wednesday for 20 weeks from September to April from 8:30 to noon. In addition, they are required to arrange to spend four full days, (approximately one-third of their required hours) in their public school classroom, either during their private school's professional development days, or during their private school's February vacation. 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 a written evaluation of their progress.

BATTI students will serve as Observer/Participant volunteers in different ways. In the first one or two meetings, the BATTI student will be observing the classroom and getting to know students' names and personalities. After this initial get-acquainted period, BATTI students will be leading small groups, reading aloud to students, or helping out with art, science, and similar hands-on projects. Working one-on-one with English learners is the single most important experience that BATTI students will gain from their public school placement.

BATTI students will need to fulfill university course requirements, 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 student will ask permission from the supervising teacher to fulfill one of these assignments.

Each of our BATTI students has much to gain from seeing a vibrant public school community in action, watching a master teacher create an effective classroom community, and helping teach students from different language and socioeconomic groups.

We sincerely hope that BATTI students will be effective volunteers at their host schools, will bring back good ideas to their private schools, and will become advocates for public school education. Our hope is that successful public school teaching experiences will lead many of our students to a full-time career in the public school world.

Getting Hired



In order to participate in the BATTI program, you 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.

Your teaching position must meet these requirements:

- be at least half-time
- provide opportunities for instruction that increase as the year progresses, not just a support or para-professional position
- offer mentoring from an experienced teacher (we expect a minimum of 3 years experience)
- allow release time for you to volunteer at a public school for 60–75 hours during your first year

IT IS YOUR RESPONSIBILITY TO FIND YOUR PLACEMENT. When you come to one of our introductory sessions, you will receive a detailed and helpful list of schools, contact names and information to get you started.

You may also find a job at a similar elementary school that is not yet connected to BATTI and still be a part of the BATTI program. The application process for these intern jobs begins in February and, for some schools, ends as late as July. You 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 have been accepted to the program, the director becomes your placement counselor by sending the schools a biographical profile highlighting your strengths, and including a summary of your recommendations.

The following is a list of schools that presently have BATTI interns or have hired them in the past. These schools all hire intern teachers, all have participated as BATTI members, and meet the requirements listed above.

COALITION SCHOOLS

- Aurora School (Oakland)
- Bentley School (Oakland)
- The Berkeley School
- Berkwood-Hedge School (Berkeley)
- Black Pine Circle School (Berkeley)
- Burke's School (San Francisco)
- Carey School (San Mateo)
- Cathedral School for Boys (SF)
- Children's Day School (SF)
- Chinese-American International School (SF)
- Convent of the Sacred Heart (SF)
- Corpus Christi School (Oakland)
- Gideon Hausner Jewish Day School (Palo Alto)
- Civicorps Charter School (Oakland)

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Getting Hired



COALITION SCHOOLS (continued)

- Hamlin School for Girls (SF)
- Head-Royce School (Oakland)
- Kittredge School (SF)
- Live Oak School (SF)
- Marin Country Day School (Corte Madera)
- Marin Horizon School (Mill Valley)
- Mount Tamalpais School (Mill Valley)
- North Oakland Community Charter School
- Nueva School (Hillsborough)
- Park Day School (Oakland)
- Prospect Sierra School (El Cerrito)
- Redwood Day School (Oakland)
- St. Mark's School (Novato)
- 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)
- Town School for Boys (SF)
- Trinity School (Menlo Park)
- Yavneh Day School (Los Gatos)

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 San Francisco State University 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 students learn by doing. The core of our program is the hands-on, daily classroom interaction at the schools. BATTI students 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 student. 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 student teacher will receive encouragement, supervision, and evaluation from many sources. At each school, an administrator will oversee the student teacher's work and relationship with the mentor teacher. In the first year, a BATTI supervisor visiting several times during the year will provide excellent coaching and valuable feedback after observing lessons. In the summer, fall, and spring of the second year in the program, a university supervisor will visit nine times to help prepare the BATTI students for their "solo" days and "solo" week in their classroom, and for their future teaching career.
7. We aim to find the best instructors for all of the university courses. Our instructors are energetic, inspiring and caring individuals. Half of them

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Principles and Goals



are drawn from the teacher ranks of the coalition schools, and half come to BATTI classes through the university.

- 8.** We will provide each BATTI student with a strong foundation in public school teaching and the teaching of English learners. The BATTI staff will arrange a placement in a local public school with a good master teacher for every BATTI student. BATTI students will volunteer one morning a week and several full days in this public school classroom during year one. BATTI will place students as student teachers in a well organized public school summer school 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 students in meeting credential requirements.
- 11.** The program aims to lessen the financial burden on students in a number of ways. Students will receive guidance in applying for financial aid and college scholarships.
- 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 students 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 found good opportunities in the job market and we hope to continue this record of success.
- 14.** BATTI has created a second-level credential program for non-public school teachers through the university. Our Clear Credential program provides frequent professional mentoring and a supportive seminar group to BATTI graduates and others in their first five years of teaching.
- 15.** 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 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

Your application packet must include *ALL* of the following and should be sent to the BATTI office:

- Three-page BATTI application form.
- One signed and sealed copy of an official transcript from each college you have attended. If you list a course at a college on the application, you must provide a separate transcript from that college.
- Two signed and sealed recommendations.
- Personal statement
- Résumé
- Copies of CBEST and CSET test results (if they have been taken)

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 to the program office by the **priority deadline of March 1**. Our second deadline is April 15. We accept students on a rolling basis, informing them of our decision within two weeks of their interview. 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
Telephone 510-655-2944
E-mail info@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

• SF State Financial Aid Office

Barbara Hubler, Coordinator of Financial Aid
for off-site programs
bhubler@sfsu.edu
415-338-7000
finaid@sfsu.edu

• FAFSA

Federal financial aid online form
www.fafsa.ed.gov 1-800-4FEDAID

• San Francisco State University, Dept. of Education

415-338-1562

Professor Barbara Henderson, BATTI Coordinator

Dr. Debra Luna, Chair of Dept. of Elementary Education

• SF State Credential Office

Jenny Beccay
415-339-6901
jennyb@sfsu.edu

Admission Requirements



To be considered for an admissions interview for our credential program, you must complete the following requirements by the application deadline:

1. Bachelor's Degree and transcripts
2. College GPA 2.75 or higher
3. Two letters of recommendation
4. Personal Statement
5. Complete the BATTI application form
6. Submit a résumé outlining your relevant education and experience

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. Graduate application and payment of \$55 application fee to the university.
8. Early Field Experience (45 hours), with verification letter
9. Passing the CBEST or CSET Writing Skills test
10. Passing the three required subtests of CSET (Consult with the BATTI director if you have any questions about completing all three sections on time.)
11. Second Language Requirement
12. Proof of MMR vaccinations
13. Finding an appropriate assistant or lead teacher position at a compatible school.

BACHELOR'S DEGREE

You must have a bachelor's degree from an accredited institution of higher education. The transcript from the college where you received your bachelor's degree will note your degree and the date you received it.

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

You must have earned a 2.75 GPA or higher. Exceptions will be made only under special circumstances according to university guidelines. In that case, careful attention is paid to the grades of the final two years of your college program.

LETTERS OF RECOMMENDATION

Two letters 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.

PERSONAL STATEMENT

Please submit a personal statement (no longer than two pages single-spaced) describing your motivation for becoming a teacher. Reflect on your background or any past experiences that have influenced your decision to apply to our program. This is our opportunity to get to know more about you.

THE BATTI AND UNIVERSITY APPLICATION FORMS

Please complete the 3-page BATTI application form you will find on the website or accompanying this packet. After acceptance to the program, by April 15 you will also need to fill out the university application online in order to complete your application.

RÉSUMÉ

Please submit a resume that highlights your teaching experience, work with children, and other work experience.

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Admission Requirements



INTERVIEW

Following the receipt of your application, we will schedule you for a one-hour small group interview and information session.

These additional requirements must be completed by the start of the program in late August:

EARLY FIELD EXPERIENCE

Regulations from the Teacher Credentialing Commission require each Credential candidate to have participated in an Early Field Experience in a school setting prior to final admission to a credential program. Before beginning classes in the fall, you must fulfill a minimum requirement of 45 hours. This requirement can be met by volunteering, substitute teaching, or working as a para-professional.

The classroom you work in must meet these requirements:

- Multiple subject (K–8)
- Regular education, not special education
- Linguistically diverse (at least $\frac{1}{3}$ English learners)
- Within the United States

Pre-school, secondary, or higher education experience will not meet this requirement.

A letter from the classroom teacher or principal you worked with must confirm that you completed a minimum of 45 hours, that the class was a multiple subject setting, and that at least one-third of the students were English language learners. If you intend to use this letter as one of your recommendations, it must contain a description of the activities you were involved with, and an evaluation of your performance.

Please list and describe this experience in the “Field Experience Verification Form.”

CBEST TEST

The CBEST test is slowly being phased out by the state. However, you can still register for CBEST, and if you have already taken and passed it, your test scores are valid indefinitely. In its place, we recommend you take the CSET test including the Writing Skills test, and forego taking CBEST altogether. Information and application forms for the test may be obtained at www.cbtest.nesinc.com or at one of our orientation sessions.

CSET TEST

State legislation mandates that every credentialed teacher show competency to teach subjects he or she may be required to teach. Before you enter the program (begin classes in September) you must pass all three subtests of CSET, and the CSET Writing Skills Test (or CBEST). These sections can be taken together or separately. You can re-take any section of the test any number of times to pass. Study guides are available online and in bookstores. Visit www.cset.nesinc.com. Weekend courses are available at several local universities.

SECOND LANGUAGE REQUIREMENT

Candidates must show verification of experience learning a single second language through one of the options described on our website.

FINDING A POSITION

In order to participate in the BATTI program, you must find an assistant or (less commonly) lead teacher position at a compatible independent, parochial, or charter school. (See “Getting Hired.”)

GRADUATE DIVISION ACCEPTANCE

After acceptance to the BATTI program you must go through all steps of the university’s graduate division application process.

Tuition, Fees, Financial Aid



Tuition for the school year 2012–2013 will be approximately \$500 per unit, an average of \$3800 per semester, depending on university fees, which are finalized in June. The total cost for the five-semester program will be approximately \$18,900, depending on possible fee increases for the second year.

FINANCIAL ASSISTANCE RESOURCES

The Bay Area Teacher Training Institute recognizes that making the decision to pursue a Multiple Subject Credential is an important commitment of time, energy, and finances. We outline below the most common Financial Assistance resources available to BATTI Cohort interns. There may be other resources available to you as well.

SAN FRANCISCO STATE UNIVERSITY FINANCIAL AID OFFICE

The Financial Aid office at the university offers a variety of grants, and educational loans to eligible candidates. 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 instead of using the paper form.

BATTI is part of the College of Extended Learning at SF State, so some of the grants available to regular university students are not available to BATTI students. The most common grant available is the Federal Pell Grant; loans are also available. After the Financial Aid Office at SFSU 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.

Students have also received aid after their service in the AmeriCorps program.

SF STATE COLLEGE OF EDUCATION SCHOLARSHIPS

A large range of scholarships is available through the College of Education. See their application and information at www.sfsu.edu/~coe/coe/scholarships.html. Applications for fall scholarships are due in early March; for spring, in October.

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 at your school to determine if you are eligible for any Professional Development funds to pay for your tuition.

Course Sequence



The Multiple Subject Credential Program is a 21-month, evening and weekend credential program. Most of the fieldwork requirement (student teaching) can be met through university supervision of the candidate's current teaching activities.

Year One

Fall Semester | 7 units

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| EED 701 | Social, Cultural and Historical Foundations | (3) |
| EED 749 | Second Language Acquisition | (3) |
| EED 756 | Student Teaching Seminar | (1) |

January Semester | 1 unit

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| ITEC 601 | Computing in the Elementary Classroom | (1) |
|----------|---------------------------------------|-----|

Spring Semester | 9 units

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| EED 784 | Curriculum and Instruction in Math | (3) |
| EED 737 | Reading and Social Studies (emphasis 4–6) | (3) |
| EED 746 | Teaching Practicum Phase 1 | (2) |
| EED 756 | Student Teaching Seminar | (1) |

Year Two

Summer Semester | 7 units

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| EED 782 | Reading and Language Arts K–3 | (3) |
| EED 747 | Teaching Practicum Phase 2 (Public school supervised Student Teaching) | (3) |
| EED 758 | Student Teaching Seminar | (1) |

Fall Semester | 8 units

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| EED 783 | Developmental Teaching | (3) |
| EED 777 | Curriculum and Instruction in Science | (3) |
| EED 758 | Student Teaching Seminar | (1) |
| EED 748 | Teaching Practicum Phase 3A (Supervised Student Teaching) | (1) |

Spring Semester | 6 units

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| EED 748 | Teaching Practicum Phase 3B (Supervised Student Teaching) | (4) |
| EED 758 | Student Teaching Seminar | (2) |

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| TOTAL UNITS | 38 |
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