



Bay Area Teacher Training Institute

EXECUTIVE DIRECTOR

LOCATION

Oakland, CA

FIELD WORK

Greater San Francisco Bay Area

POST DATE

September 10, 2020

APPLICATION DEADLINE

October 12, 2020 at 5:00pm PDT

QUARTERFINAL ROUND

October 24 and 25

SEMIFINAL ROUND

November 7 and 8

FINAL ROUND

November 16 - 18

DECISION ANNOUNCED

December 11, 2020

START DATE

July 1, 2021



Summary

With the world changing so rapidly, one thing has remained constant: the importance of education. Children at a young age need well-trained, experienced teachers to develop the fundamental skills that will enable them to tackle more complex problems as they get older. Meanwhile, research has shown that to deliver excellent pedagogy requires not just a practicum of knowledge but also extensive apprenticeship. Thus, institutions that provide both theoretical and experiential training to future elementary school teachers fill a critical role in the larger educational ecosystem.

The Bay Area Teacher Training Institute (BATTI), based in Oakland, California, is a shining example of this complementary approach to teacher training. For two decades, nearly 500 aspiring educators have graduated with a master's degree and multiple-subject credential after two years of intense classroom study and on-the-job mentoring. Since its inception, BATTI has benefited from the able leadership of its founding executive director, who will retire next June after nearly twenty years on the job. Now, BATTI seeks an executive director with not only a passion and expertise for teacher development, but also a systematic and relational mindset for running and growing an association of partner schools, teacher residents, and university instructors. This one-of-a-kind position starts July 1, 2021 and reports to the board of directors.

BATTI Mission

We provide comprehensive preparation for aspiring independent and public school teachers and leaders.

We graduate educators with the capacity and determination to:

- foster joyous, purposeful, and engaging learning for a diverse student body;
- build more inclusive, innovative, and successful classrooms and schools;
- contribute to more just, equitable, and sustainable communities.



The BATTI Approach – Proven Results

OVERVIEW

BATTI was founded in 2002 to transform teacher development. Nearly twenty years later, BATTI continues to provide hands-on training to paid resident teachers employed by a coalition of independent, public, and charter schools, while also delivering two years of graduate-level instruction in advanced pedagogy. Residents receive daily support from their lead mentors and monthly observational visits from university supervisors. Seminar-style evening classes led by university instructors help to connect experiential learning to theoretical pedagogy. Even as the number of participants has grown, BATTI has maintained a culture of community, support, and mutual respect.

MEMBERS OF THE BATTI COMMUNITY

- **TEACHER RESIDENTS:** Aspiring educators who spend two years employed as a classroom teacher and graduate student to gain the practice and theory needed to become successful lead teachers
- **MENTORS:** Full-time teachers who work daily with teacher residents to provide structured guidance and feedback as residents gradually learn to design and deliver lessons
- **PARTNER SCHOOLS:** Host schools that employ teacher residents and pair them with an experienced mentor, usually a full-time classroom instructor
- **UNIVERSITY PARTNER:** Holy Names University, which works with BATTI to admit and matriculate students, hire instructors, and confer the degree and recommend credentials
- **SUPERVISORS:** University employees, selected by BATTI, who visit monthly to both observe residents deliver a lesson, as well as facilitate observational conferences and written reflections
- **INSTRUCTORS:** University adjunct instructors, selected by BATTI, many of whom are practicing educators, who design and deliver evening courses taken by teacher residents
- **SUMMER PARTNERS:** Institutions that provide teacher residents opportunities to work during their second summer in a public education setting
- **STAFF:** Team of four BATTI employees that oversees the program and ensures a positive student experience for each teacher resident
- **BOARD OF DIRECTORS:** Trustees that hire and supervise the executive director and govern the entire organization

BY COMPARISON

MODEL	OVERVIEW	APPROACH	RESULTS AFTER FIVE YEARS
Traditional credentialing programs (e.g., schools of education)	15-22 weeks of student teaching 2-5 days a week	Emphasis on theory	Usually about half of program graduates are still teaching
Fast-track urban internships (e.g., Teach For America)	Seven weeks of summer school, then start the school year as the lead teacher in charge of a classroom	Emphasis on practice	Usually 20 - 25% of graduates are still in the classroom
The HNU - BATTI residency program	Two years of full-time apprentice teaching along with two years of intense classwork	Emphasis on both theory and practice with structured support	80% of recent BATTI graduates are still in the classroom





Educational Philosophy

OVERVIEW

The HNU - BATTI program helps teachers formulate a deep understanding of cognition, child development, and the overall practice of teaching, as well as how to adapt that practice to a diversity of learners and a variety of school settings. At the heart of BATTI's philosophy is that learning must be personal, purposeful and pragmatic. The program is built around the theory that young people learn best when their learning (a) is connected to who they are and what they already know and care about; (b) has a deep and meaningful social purpose; and (c) allows students to build their own understanding over time and with a strong element of "doing."

PEDAGOGICAL TENETS OF AN HNU - BATTI EDUCATION

- **COMMUNAL:** Building a supportive student learning community
- **PERSONAL:** Staying attuned to student needs
- **COLLABORATIVE:** Crafting rich and joyful activities for children
- **COMPREHENSIVE:** Attending to content and student well-being
- **PRACTICAL:** Following best practices for classroom management
- **INTERDISCIPLINARY:** Designing real-world challenges
- **CULTURALLY COMPETENT:** Remaining alert to the needs of a diverse student community
- **SOCIALLY AND ENVIRONMENTALLY RESPONSIBLE:** Fostering values of justice and stewardship
- **GLOBAL:** Building community connections
- **CREATIVE AND IMAGINATIVE:** Integrating art, music and drama into the student experience
- **INNOVATIVE:** Using emerging tools and technology thoughtfully and purposefully
- **PROFESSIONAL:** Remaining lifelong learners and becoming educational leaders
- **PLAYFUL AND RECIPROCAL:** Valuing play and student voice in the classroom



The Lasting Impact of BATTI

Over the last 20 years, BATTI has prepared nearly 500 teachers for service, the vast majority of whom continue to work in education to this day. But BATTI's true impact cannot be measured in statistics alone, for at its core BATTI is an interconnected network of educators that helps to create the next generation of teachers. Following are profiles of two BATTI alumni who blossomed under BATTI and are now paying it forward to others.



**ZACH
BERNARD**

CLASS OF 2008

Second Grade Teacher, Program Supervisor, and Dean of Faculty for the Lower School Summer Program at Head-Royce School

Although he had some prior preschool Montessori teaching experience, Zach Bernard knew that he needed a robust program to prepare him for the myriad challenges of elementary school teaching. BATTI offered everything Zach wanted: hands-on training, academic theory, and the opportunity to earn a living at the same time. His internship occurred at Head-Royce School, and his performance impressed school administrators so much that they hired Zach full-time as soon as he graduated.

Now in his fourteenth year at Head-Royce, Zach is an emerging leader in both classroom education and school administration. He oversees teacher hiring for Head-Royce's lower school summer program, while during the school year he has served as a BATTI mentor and managed the associate teacher program. Says Bernard, "I love mentoring. As great as my classes were, I learned the most from getting direct feedback. Now I'm so drawn toward mentoring other teachers." Zach looks forward to further opportunities as a senior administrator, and he attributes much of his success to his formative years with BATTI.



**MARIKAH
BURNETT**

CLASS OF 2018

Kindergarten Teacher at Cobb Elementary School at San Francisco Unified School District

As a biracial person of color from Orange County, Marikah has always been attuned to issues of race and identity. But it wasn't until her first graduate class at BATTI — Transformative Education — that these issues struck a personal note. "We did an identity deep dive, and that whole experience changed me," says Marikah. "It gave me a chance to unpack things personally, and it developed in me a deep passion for social justice." From the time she started the program, Marikah knew she wanted to be a public school teacher, but she also knew she wasn't quite ready to run her own classroom.

Now in her third year as a full-time public school teacher at Cobb Elementary, Marikah has been confronted by the systemic inequities that exist within the public education system. "I was aware of these injustices before, but it's been a bit jarring to witness it firsthand. It is important to me to create a space where students can bring their whole selves to school — something I wasn't able to do when I was in elementary school." Her BATTI education has given her the tools to do just that, and she looks forward to one day mentoring other new teachers to do the same.



Looking Ahead

VISION STATEMENT

BATTI is the Bay Area beacon for how to best prepare today's aspiring teachers and school leaders for all kinds of schools, the diversity of students, and the ambiguous challenges of the future.

STRATEGIC PRIORITIES OF BATTI

1. ADVANCE TEACHER AND LEADER PREPARATION:

Position BATTI's teacher and leader courses, experiences, and residencies to excellently prepare educators to recognize and serve a diverse range of learners in public, independent, and charter schools

2. ENHANCE STUDENT AND ALUMNI SUPPORT:

Develop and augment BATTI's programs to include more public school experience, more early-years support, and more opportunities for professional growth and advancement for students and alumni

3. ENSURE BATTI IS SUSTAINABLE, RESPONSIVE, INNOVATIVE AND NIMBLE:

Create structures and practices to help BATTI respond to the shifting global and educational context



The HNU - BATTI Difference

1. Two-year combined Master's and credential program designed for full-time working professionals
2. Personalized experiential learning in outstanding public, charter, and independent schools
3. Opportunities to pilot cutting-edge pedagogy and spark school change





Background and Opportunities

THE ORIGIN OF BATTI

Just as it takes a village to raise a child, it takes a community to train a teacher.

Nearly twenty years ago, several Bay Area school leaders came together to build that village by tackling a complex problem with a remarkably elegant solution. The problem was that teacher preparation often felt "too hot" or "too cold" when it came to providing comprehensive training. Their solution was to launch the Bay Area Teacher Training Institute, or BATTI.

One model — the "too hot" version — tosses novice teachers into the fire, giving them little-to-no formal mentoring prior to and during their first years on the job as full-time classroom teachers. This sink-or-swim approach has historically led to high teacher burnout and inadequate preparation. The other model — the "too cold" version — takes the opposite approach, keeping eager students primarily on the sidelines while they study formal pedagogy in a school of education. Armed with lots of theory but little practical experience, graduates often find themselves ill-prepared for the realities of day-to-day classroom situations.

Thus, in 2002 BATTI was formed to offer a balanced approach to teacher training. Like a residency program for doctors, BATTI gives two years of daily

apprenticeship in an elementary classroom while aspiring teachers earn a master's degree and multiple-subject credential through evening graduate classes from Holy Names University (HNU). At the end of the program, graduates leave with both practical experience and theoretical knowledge. Nearly 20 years later, nearly 80% of recent BATTI graduates still work in education. Most of them remain highly successful classroom teachers, while many have transitioned to administrative and leadership roles.

CORE VALUES

Since its founding, BATTI has been led by a single executive director with an unrelenting commitment to teacher development and community building. Those two priorities go hand-in-hand, but not simply because so many people — from instructors, mentors, and site supervisors — support and coach each resident teacher. Just as important, BATTI treats each teacher's development as a personal journey and unique trajectory. BATTI's courses allow for deep personal introspection interwoven into exposure to critical theory, thereby helping emerging teachers find their voices and develop their unique skills — and then inspire their young learners to do exactly the same.



Although its start-up period is long since behind it, BATTI continues to maintain a high-touch feel that often gets lost in established organizations. Many people laud the relational-first approach of the executive director and BATTI staff, from the moment a student expresses interest in the program all the way to post-graduation. But relationship building is not simply a part of the student-instructor-staff experience. In addition, the executive director has built personal connections with hundreds of Bay Area school leaders and administrators, who in turn hire BATTI residents, assign BATTI mentors, and eventually recruit BATTI graduates.

GROWTH OPPORTUNITIES

As successful as BATTI has been, the community sees opportunities for growth and enhancement.

Operational Efficiency: Now is a great time to assess workflows, seek new efficiencies, and continue to raise the stature of the organization. Examples of possible areas of focus include the training of mentors, the marketing of the program, and the logistics of course scheduling.

Curriculum Design: A commitment to diversity, equity, and inclusion (DEI) is by no means a foreign concept to this progressive educational nonprofit in the San Francisco Bay Area, but many people would like to see BATTI do more with respect to DEI — from student support to cultural competency of the instructional program. Meanwhile, with education changing dramatically since the pandemic this past spring, online instruction will no doubt become a greater focus of professional growth for all teachers, especially those just entering the profession.

Public School Training: Many people would like more experience in public school classrooms, particularly during the main school year. The new relationship with HNU is exciting because HNU shares similar social justice values and a commitment to mentored learning as does BATTI. Thus, various constituents see HNU as a mission-aligned partner willing and able to help the program deepen its commitment to public school teacher training.

Quote from the BATTI community

“ I am incredibly thankful for the opportunities BATTI has provided for me. Rarely do I make it through a week in the education world of the Bay Area without crossing paths with a BATTI alumni, mentor teacher, or someone who has experience with the program. That network has continued to connect me to the best people and programs in the area. Every day I leverage the teaching fundamentals as well as the big picture and innovative thinking that I learned while in the BATTI program. From graphic organizers to integration of core curricula across different scope and sequence, my BATTI education has continued to set me up for success. ”

– Cameron Yuen-Shore, Director of Special Projects, The Brandeis School of San Francisco and Class of 2011 graduate



Diversity Vision

Diversity is an integral component of educational excellence. BATTI recognizes the unquestioned benefit of diversity in its staff, students, instructors, and board. We intentionally aim to recruit a diverse group of students and hire diverse staff and faculty. In our classes we address societal issues of race, class, and gender and strive to create cultural competence in our cohorts of future teachers.



Organizational Growth: Some people see opportunities for additional cohorts in the Bay Area, or one day in other metropolitan areas such as Southern California and beyond. Meanwhile, with BATTI's current program geared for multiple-subject elementary teachers, others wonder whether BATTI could develop a parallel program to develop a pipeline of middle school instructors.

Educational Leadership Program: In 2015, BATTI began offering a two-year master's in educational leadership. Although participants found the learning experience a positive one, for a few different reasons the program was paused indefinitely after the third cohort graduated in 2019. With the new HNU relationship and many BATTI graduates at a point in their careers where senior administration roles are within reach, this could be the right time for a revival of this popular program.



THE NEXT EXECUTIVE DIRECTOR

Regardless of whether and how much BATTI changes in the next three to five years, the experiences and mindset of the next executive director are paramount. Pedagogy, professional development, and curriculum design must be at the core of the next executive director, particularly with respect to elementary school teaching. The next executive director should be an inspiring, compassionate, thoughtful, and relational leader who makes an effort to not just know everyone involved with BATTI but also support their personal journeys. And BATTI needs an organized, systematic, entrepreneurial and innovative thinker who is comfortable working with data, and who will partner with the board on market and programmatic analysis to support new strategic initiatives.

But perhaps more than anything, the next BATTI executive director will serve as the chief architect for this very special residency model combining formal pedagogy training and practical experience. BATTI instructors, supervisors, mentors, and students look to the executive director for vision and guidance on a broad set of topics related to teacher development. On July 1, 2021 this unique and thriving village will welcome its second executive director to lead the association in its next chapter of service to public, independent, and charter schools — and to future classroom educators — across the San Francisco Bay Area.



Key Statistics

FOUNDED IN
2002

LOCATION

Office in Oakland, CA — though most daily work occurs virtually or throughout the San Francisco Bay Area



STUDENTS

450+ alumni

70 current students

35 per cohort year

2 regions for evening classes
(San Francisco and East Bay)

SINCE 2015...

90% student graduation rate

50% of graduates teaching in public schools

80% of graduates are still teaching



BATTI STAFF

- Full-time executive director
- Part-time employees include:
 - Assistant director
 - Dean of Students and Alumni support
 - Administrative assistant
 - Bookkeeper
 - Several CTI clear program coaches



INSTRUCTORS, SUPERVISORS, AND MENTORS

Approximately **16** adjunct instructors, all with advanced degrees

Approximately **20** supervisors and **70** mentors

UNIVERSITY PARTNERS

Holy Names University (2020 – present)
University of the Pacific (2011 – 2020)
San Francisco State University (2002 – 2011)

PARTNER SCHOOLS

Approximately **25** K-8 schools across the Bay Area currently pay dues to BATTI



Key Statistics

SUPPORTIVE ASSOCIATIONS TO BATTI

- Bay Area Associate Teacher Coordinator Group (BAATC)
- California Area Teacher Development Collaborative (CATDC)
- Bay Area Independent Schools Heads Association (BAISHA)
- East Bay Independent Schools Association (EBISA)
- Bay Area Independent School Teacher Access Consortium (BAISTAC)
- People of Color in Independent Schools (POCIS)
- California Association of Independent Schools (CAIS)
- National Association of Independent Schools (NAIS)
- Aim High
- Breakthrough Collaborative
- Partners at College Prep
- Berkeley BEARS

BOARD OF DIRECTORS

13 volunteers, most of whom are current or former educators

TUITION

\$39,000 for the 2020-2022 graduating class

TYPICAL EXPERIENCE OF A RESIDENT

- 35+ hours / week apprenticing in a classroom (minimum 20)
- 150+ hours of public school experience
- 11 in-person evening courses taken over two years
- Summer school teaching
- Social gatherings, guest lectures, a social justice conference, weekend field trips, job fairs, and other special events

FINANCIALS

Operating budget approximately

\$500,000

Approximately

\$250,000 of reserves

WEBSITE www.ba-tti.org



Partner Schools

The following schools either presently have BATTI teacher residents or have hired them in the past. Each year new schools join as partner schools.

Achieve Academy (OAKLAND)	Gideon Hausner Jewish Day School (PALO ALTO)	Phillips Brooks (MENLO PARK)
Aurora School (OAKLAND)	Hamlin School for Girls (SF)	Presidio Knolls (SF)
Bentley School (OAKLAND)	Head-Royce School (OAKLAND)	Prospect Sierra School (EL CERRITO)
Berkeley School (BERKELEY)	Hillbrook School (LOS GATOS)	Redwood Day School (OAKLAND)
Berkwood Hedge School (BERKELEY)	Hoover Elementary (OAKLAND USD)	Shu Ren International School (BERKELEY)
Black Pine Circle School (BERKELEY)	Kittredge School (SF)	St. Matthew's Episcopal School (SAN MATEO)
Brandeis Marin (CORTE MADERA)	La Scuola International (SF)	St. Paul's Episcopal School (OAKLAND)
Brandeis School of San Francisco (SF)	Lincoln Elementary (OAKLAND USD)	San Francisco School (SF)
Burke's School (SF)	Live Oak School (SF)	San Francisco Day School (SF)
Carey School (SAN MATEO)	Marin Country Day School (CORTE MADERA)	San Francisco Friends School (SF)
Cathedral School for Boys (SF)	Marin Horizon School (MILL VALLEY)	Sea Crest (HALF MOON BAY)
Children's Day School (SF)	Mark Day School (SAN RAFAEL)	Seven Hills School (WALNUT CREEK)
Chinese-American International School (SF)	Mount Tamalpais School (MILL VALLEY)	Stuart Hall School for Boys (SF)
Convent of the Sacred Heart (SF)	New School Charter (SF)	Synapse School (MENLO PARK)
Creative Arts Charter School (SF)	North Oakland Community Charter School	Town School for Boys (SF)
Crestmont School (RICHMOND)	Nueva School (HILLSBOROUGH)	Trinity School (MENLO PARK)
Emerson Elementary School (OAKLAND USD)	Park Day School (OAKLAND)	Urban Montessori Charter School (OAKLAND)
Escuela Bilingue Internacional (OAKLAND)	The Peninsula School (MENLO PARK)	Vincent Academy Charter School (OAKLAND)
French American International School (SF)		Yu Ming Charter School (OAKLAND)



Executive Director

SPECIFIC DUTIES

ORGANIZATIONAL MISSION AND PROGRAMMATIC LEADERSHIP

- Oversee the education of approximately 70 aspiring elementary teachers each year.
- Manage a two-year residency program that provides both hands-on practice and formal training in educational theory to prepare aspiring teachers for full-time classroom work in independent, public, and charter schools.
- Ensure that BATTI meets the needs of a diverse set of learners, and maintain a commitment to principles of diversity, equity, and inclusion during: student recruitment, support, and placement; instructional design planning and course development; and, instructor hiring and training.

STRATEGIC PARTNERSHIPS AND ORGANIZATIONAL GROWTH

- Develop and maintain relationships with dozens of coalition schools, educational associations, heads of school, and principals across the San Francisco Bay Area and beyond, which employ teacher residents, provide mentorship during both the school year and summer, and hire BATTI graduates.
- Work closely with the university partner to oversee instructor hiring, course development, the credentialing program, and student recruitment and matriculation.
- Ensure BATTI representation at hiring fairs, conferences, and other strategic events.
- Identify and explore opportunities for growth — geographically and programmatically.

EXECUTIVE LEADERSHIP AND BOARD GOVERNANCE

- Communicate effectively with the board and provide, in a timely and accurate manner, all information necessary for the board to make informed decisions.
- Partner with the board leadership on matters of mission-driven strategic planning, board education, bylaw review, financial oversight, board composition, meeting management, and committee staffing.
- Establish meaningful partnerships with local, regional, and national associations and thought leaders in areas of teacher development and progressive education.

OPERATIONS AND MANAGEMENT

- Oversee all BATTI staff and volunteers.
- Identify opportunities to improve BATTI in areas such as organizational efficiency, operational workflow, marketing and communications, and financial management.
- Ensure effective day-to-day operations of BATTI including communications, financial transactions, membership services, programs, and legal responsibilities.
- Perform other duties as assigned.



BATTI is looking for candidates who can demonstrate...

PROFESSIONAL QUALIFICATIONS

- Possession of a graduate degree from an accredited college or university
- Multiple years of experience as a classroom teacher
- Immersion in diversity work — both in training and in implementation — and a commitment to fostering culturally competent and inclusive classrooms, curricula, and student experiences
- Previous supervisory and administrative experience, preferably in educational or nonprofit settings
- Organizational leadership experience in areas including governance, strategic planning, and budgeting and financial management

LEADERSHIP AND PERSONAL QUALITIES

- A love of education, teaching and learning, and teacher development
- A collaborative, cooperative, and growth-oriented mindset
- An ability to identify and cultivate strategic partnerships
- An engaging personality, charismatic presentation skills, and a passion for professional networking, relationship building, and industry partnering
- Fluency in applying research and data analysis to make decisions, craft strategy, and track progress toward strategic goals
- An ongoing desire to remain current in emerging trends in pedagogy, classroom instruction, and educational leadership
- A true belief in all educational models: public, independent, and charter
- A smart and confident decision maker who operates with integrity, collaborates with sincerity, counsels with affability, and teaches with humility
- Genuine empathy and care for those aspiring to enter the teaching profession
- A systematic mindset that in parallel works to build an empathetic community
- An ability to create organizational systems and apply project management skills in support of organizational growth and operational efficiency
- Authentic warmth, and collegiality, and an ability to spread these qualities across an entire organization and its many diverse constituents and supporters



How to apply

12M Recruiting is acting on behalf of BATTI to identify exceptional educational leaders to fill this extraordinary opportunity. Please direct any inquiries to:

GABRIEL LUCAS

Principal, 12M Recruiting
jobs@12MRecruiting.com

APPLICATIONS WILL BE CONSIDERED THROUGH OCTOBER 12, 2020.

All applications must be submitted online:

www.12MRecruiting.com/jobs/BATTI

An application requires submitting four PDFs:

- Cover letter introducing yourself to the BATTI search committee
- CV or résumé
- A list of four references (include each person's name, current organization, title, phone number, email, and past connection to you — though we will not contact any references without obtaining your permission first)
- A response to the following prompt:

It is the summer of 2021, and you have just been hired as the new executive director for BATTI. One of your first responsibilities is to plan a one-day retreat for all instructors. You were inspired by the story in this document of how BATTI guided Marikah in a journey of personal discovery that culminated in her deeper commitment to social justice. Now you would like to lay the groundwork for augmenting the BATTI curriculum in the 2021-2022 year so that even more students have opportunities for similar transformative experiences. How would you lead the faculty in this conversation, and what specific knowledge, guidance, frameworks, and calls to action would you offer them?

BATTI is an Equal Opportunity Employer and affords equal employment and advancement opportunities to all qualified individuals without regard to race, creed, color, religion, national origin, ethnicity, ancestry, sex, sexual orientation, age, physical or mental disability, marital status, medical condition, or any other legally protected status.

