

BOARD OF HIGHER EDUCATION
REQUEST FOR COMMITTEE AND BOARD ACTION

COMMITTEE: Academic Affairs

NO.: AAC 12-28

COMMITTEE DATE: February 28, 2012

BOARD DATE: March 6, 2012

**APPLICATION OF CHARLES SPOSATO GRADUATE SCHOOL OF EDUCATION,
INC. TO AWARD THE MASTER OF EFFECTIVE TEACHING**

MOVED: The Board hereby approves the Certificates of Organization of the **Charles Sposato Graduate School of Education, Inc.** to offer the **Master of Effective Teaching.**

Authority: Massachusetts General Laws Chapter 69, Section 30 et seq.

Contact: Dr. Francesca Purcell, Associate Commissioner for Academic and P-16 Policy

INTENT

The proposed Charles Sposato Graduate School of Education, Inc., (“CSGSE”) requests initial authorization to incorporate in Massachusetts and to offer the Master of Effective Teaching (MET). Its intended focus is to graduate unusually effective first-year teachers for high-poverty urban schools, particularly charter and “turnaround” schools. Most graduates will teach math and English although some will teach social studies, a foreign language, or science. The proposed master’s degree program will take two years to complete and intends to build upon the existing one-year MATCH Teacher Residency approved by the Department of Elementary and Secondary Education which prepares students for initial licensure. Students in the proposed MET program will spend their first year “in residency” at the MATCH Charter Schools in Boston taking classes, working with pupils in the MATCH Charter Schools, and living in housing provided by CSGSE. Students will spend their second year taking online classes and student teaching full-time at a charter or turnaround school.

The proposed program’s educational objectives will be based on the development of strong relationships with adolescent students and their families; effective delivery of lessons; skillful classroom management; a strong understanding of the use of data in driving student academic outcomes; and the ability to continuously improve through reflection and feedback. The proposed program will be practice-based, combining coursework and professional experience.

The degree name, Master of Effective Teaching, is meant to signal to prospective students that the degree will not be conferred until the student meets a certain standard of effectiveness in the classroom. The degree will be granted based upon the student’s successful completion of coursework as well as pupils’ gains in standardized tests, external evaluator assessments, supervisor evaluations, and student surveys. The program will be appropriate for academically advanced college graduates aspiring to teach in high poverty schools. There will be no content knowledge instruction; graduates will be expected to have outstanding academic content knowledge from their undergraduate programs and to pass the MTEL exam with little support.

The Center for Education Policy Research at the Harvard Graduate School of Education has been engaged to serve in an evaluator role for the proposed MET. The proposed CSGSE has also established a relationship with the Education Innovation Laboratory at Harvard University (Ed Labs) which will provide rigorous, data-based insights enabling the graduate school to engage in continuous improvement of its training program.

ORGANIZATION AND GOVERNANCE

The Board of Trustees of the proposed CSGSE will have direct oversight over and responsibility for the proposed CSGSE. It will be a five-member board, the majority of whom will be independent (Attachment A), with a minority allowed a MATCH affiliation in order to allow a productive collaboration. The proposed CSGSE bylaws provide specific language around term of office, responsibilities, definitions of conflict of interest, and provisions concerning prohibitions of or limitations of financial dealings between trustees and the institution. There will be three regular meetings per year.

The institution will have a President who will report to the governing Board. The president will be an ex-officio member of the board, but will be in a non-voting capacity. The proposed board intends to appoint as its President, Michael Goldstein. The Director of Curriculum will serve as the chief academic administrator to direct the academic affairs of the institution.

The proposed board of CSGSE will conduct annual performance reviews of the President, who in turn will oversee a performance review process for members of the CSGSE team. The faculty will be observed and evaluated by the Director of Curriculum. According to the proposed CSGSE framework, faculty members will have input into the curriculum and long-term hiring of the proposed CSGSE faculty through a committee structure.

ACADEMIC AND RELATED MATTERS

Admission

Candidates will be required to submit a completed application, a resume, two letters of recommendation, statement of purpose, and official transcripts from their undergraduate institution. CSGSE will notify applicants when their application is complete and request a phone interview with selected candidates. Candidates who are selected based on the phone interview will be invited for an on-site interview. The interview schedule will last approximately five hours: it will include interviews with a school principal and a staff member of the CSGSE; a sample mini-lesson taught by applicants; and a one or two-hour tutorial led by the applicant, after which applicants will receive feedback. After all the interviews have been conducted and CSGSE has made its admission decisions, CSGSE will notify all candidates of their admission status via email and U.S. mail.

Admissions to the proposed CSGSE will be highly selective. It is expected that the class profile will continue to reflect that of the MATCH Teacher Residency profile in which the average college GPA is 3.54 and the average GRE score is 1375 out of 1600. There were roughly 16 applications for every slot in the MATCH Teacher Residency during the last recruiting season.

Projected Enrollment

The first graduating class is projected for August 2013, with an estimated 30 M.E.T.'s granted. CSGSE expects this to grow to roughly 50 M.E.T.'s by 2015.

Enrollment Projection	2011/12	2012/13	2013/14	2014/15
	Year 1	Year 2	Year 3	Year 3
# 1st year students (finish with license)	40	50	60	70
# 2nd year students (finish with master's)	0	30	40	50

Tuition and Fee Charges

The CSGSE tuition will be modeled to rise to \$6,500 per year by 2014-15, the “steady state” year. All students will receive a \$2,500 annual grant. This will leave the total student cost at \$8,000 in total for the 2-year program. For the first cohort, total student costs will be \$4,000. The CSGSE will not immediately offer student loans and federal financial aid.

The \$2,500 annual grants will not be competitive, and there will be no separate application for the scholarship. Acceptance into the program will be equivalent to earning this scholarship. Students must agree to teach in an urban school for two years following their certification if they accept the tuition waiver.

In the first year of the program, tuition will include housing, health insurance, transportation, books and other supplies. In the second year, when all graduate students will have full-time teaching position, tuition will not cover housing, health insurance (paid for by employer), or transportation.

Curriculum (Attachment B)

The proposed degree will consist of 32 credit hours over two years. During the first year, students will enroll in courses and serve as tutors at the MATCH School as well as lead small group English and Math classes. They will also lead summer school for incoming Match students. By August 1 of Year 1, students will have completed the Residency. They will have earned an Initial Massachusetts License most commonly in middle or high school math or English and will have completed much of the coursework associated with the proposed master’s degree.

During the spring of the first year, graduate students will be supported in their efforts to find a full time teaching position in an urban school. By the end of May during their first year in the program, all students will have accepted teaching positions in charter schools or turnaround schools. While teaching full time during the second year of the program, students will complete coursework online and will be supported by an advisor.

Student Learning Outcomes

CSGSE graduates will have mastered skills in each of these areas:

Relationships with students and families

- Build positive relationships with families to enhance student commitment and family reinforcement of classroom priorities
- Develop specific weekly parent communications strategies
- Practice implementation of effective relationship building techniques

Delivery of effective lessons

- Analyze the elements of a well designed lesson
- Practice the delivery of each element of the lesson

- Develop and deliver curriculum aligned to specific learning goals

Classroom management

- Master the implementation of proactive techniques to establish a focused, productive classroom environment
- Master the implementation of reactive techniques to minimize class time lost to misbehavior

Use of data

- Master techniques to check for student understanding daily
- Build an understanding of how effective interpretation of data must be incorporated into long-term curriculum planning

CSGSE provided a complete course-by-course outline of every learning objective in the proposed program, including the objectives for the three practicum courses that are offered in Year 1 (the Residency Year), as well as the three on-line courses in Year 2. Each outline includes a description of the course-embedded or performance-based assessment that is used to evaluate student mastery of these learning objectives. Also submitted were the forms/rubrics used in the performance-based assessment of the three practicum courses and the Year 2 teaching performance evaluation.

Graduation Requirements for the Master's Degree

Candidates will be expected to complete all coursework and receive a passing grade in every course. Courses will be graded Exceptional, Pass or Fail. A passing grade will be a 70 and an exceptional grade will be an 85 on a scale of 100. Course grades will be typically based upon both a written exam and a performance-based assessment.

The immediate consequence for not passing an individual course will be an Improvement Plan that specifies benchmarks, prescribes additional support, and sets a new target date for completing the coursework successfully.

All students must achieve a teaching license at the end of the first year at CSGSE. This includes passing the MTEL.

In the second year of the CSGSE, when students are teaching full-time, they must pass their online courses.

In addition, candidates will be judged by their effectiveness in their work with children. The master's degree will be conferred based upon successful completion of all courses, passing the MTEL, as well as their performance during their second year of full-time teaching as measured by pupils' gains in standardized tests if available, formal external evaluator assessments, supervisor evaluations, and formal student surveys.

The table below describes the weighting of the four elements which will determine teacher effectiveness:

	Clear Summative Student Test Data Exists	Clear Student Test Score Data Does Not Exist	Threshold
Student Test Score Growth Data	25%	0%	More effective than average 1 st year teacher
Outside Evaluator Assessment	35%	50%	More effective than average 1 st year teacher
Supervisor Evaluation	25%	25%	More effective than average 1 st year teacher
Ferguson Student Survey	15%	25%	More effective than average 1 st year teacher

RESOURCES AND BUDGET

Faculty and Staff

All faculty considered for employment at the proposed CSGSE must have a proven track record in a high-poverty school getting students to make measureable gains in academic achievement, past experience in training teachers – including professional development, specific knowledge relevant to the MET curriculum, and demonstrated effectiveness in teaching. Most faculty will be practitioners, many of them currently working full-time in the field, teaching one CSGSE course per year. The small minority of faculty mentors not holding a master’s degree or higher will have demonstrated exceptional expertise and experience.

Faculty will deliver the course content and bring significant training and expertise to the role. In each course, the faculty member will be paired with a staff member – who ensures that the course aligns with the overall structure of the program, and who will support the instructor in the effective delivery of the course and handle the logistics for grouping students for practice sessions. As a group, the faculty and staff will be responsible for creating and maintaining academic systems that support students’ learning; these include systems of curriculum approval and academic policy adoption. In this capacity, the faculty, with approval of the President, will develop, review and approve curriculum; debate, formulate and disseminate academic policies and procedures; respond to all programmatic administrative needs; and create and implement an academic plan that fulfills the institution’s mission. Faculty committees will be formed to take on various issues critical to the life of the school. CSGSE will form a Faculty Hiring Committee and a Curriculum Review Committee, among others.

The Ph.D. credentialed Director of Curriculum for the proposed CSGSE will drive the vision for the overall program design with the input and approval of the President. The proposed program's Director of Curriculum will participate in all class sessions and all courses will be designed around the same instructional principles.

In addition to the faculty and the staff, the CSGSE will deploy coaches who will advise and mentor each student in the program to ensure deep, individualized support.

Coaches will support students throughout the program, observing practice sessions, evaluating student teaching performance, providing individualized feedback and serving as mentors and advisors.

Facilities

The proposed CSGSE will share space with the Match Public Charter School at 1001 Commonwealth Avenue, Boston, MA. on the edge of Boston and Brighton, near Boston University. The campus is accessible by public transportation, and is adjacent to commercial and residential property.

The proposed CSGSE program will have access to classrooms in the High School, the Middle School, and the MATCH Community Day School on Fridays and Saturdays, which are when the vast majority of courses meet.

There are several features of the high school facility of note.

1. The Great Hall: A central feature of the MATCH building, this is where CSGSE students will tutor high school students and where school community gatherings and events are held.
2. Common Workspace: The third floor of the building features common space for work and study. Graduate Students and Teachers at the MATCH High School will share common workspace, promoting sharing of ideas and informal mentoring.
3. Student Recreational Common Area: Clustered seating and areas for sharing meals provide an area for relaxation and informal interaction for students.
4. Student Dormitory: The third floor includes dorm-style bedrooms to be shared by two to three students, common washrooms and kitchen facilities.

The proposed CSGSE will consider raising funding for its own independent facilities if and when it grows to the size that such a space is needed.

Library and Information Technologies

The institution has a partnership arrangement with the Gutman Library at Harvard Graduate School of Education, where its students have access to that library. All students will have access to phones and wireless internet throughout the school and the dormitory.

Other Services

The proposed CSGSE builds upon the currently operating MATCH Teacher Residency Program which is under the auspices of the MATCH Charter Schools. Thus, the proposed CSGSE will utilize the accounting, human resources, benefits administration, I.T., fundraising, bursar, and registrar services currently provided and pay MATCH Charter Schools for these services. A memo of understanding between MATCH Charter Schools, MATCH Foundation, and CSGSE reflecting this arrangement was included in the proposal.

Fiscal (Attachment B)

A four-year budget was submitted by CSGSE reflecting revenues and costs. Thus far, \$2,752,667 has been received or pledged for the 4-year budget provided herein. Additionally, CSGSE expects to raise another \$500,000 to keep tuition low. Additionally, over \$3 million has been raised and spent to develop the classwork and coaching methods.

EXTERNAL REVIEW AND INSTITUTIONAL RESPONSE

The proposed program was reviewed September 18-21, 2011 by a visiting committee comprised of faculty members Norman Atkins, President, Relay School of Education; Anna Bradfield, Dean of the College of Education and Allied Studies, Bridgewater State University; Tom Del Prete, Chair and Director, Jacob Hiatt Center for Urban Education, Department of Education, Clark University; Roberta Trachtman, Director of Teacher Certification, New Visions for Public Schools; Kelly Wilson, Director, M.Ed. in School Leadership Program, High Tech High Graduate School of Education; and Casel Walker, Milton, MA.

The committee commended the Charles Sposato GSE on the depth of commitment of the leaders of the proposal. The Visiting Committee found that the mission and purpose are strongly represented in the commitments voiced by school leaders and faculty.

The committee asked for clarification on institutional goals and how they would be assessed. It asked for amended bylaws. The committee recommended that all syllabi include student learning outcomes and that curricular alignment be clarified. The committee asked for an assessment of the validity, reliability and fairness of the data elements used to determine teacher effectiveness. With respect to faculty, the committee asked for a delineation of the criteria to be used in selecting faculty, determining caseloads and schedules, and a faculty evaluation.

The committee asked for a clear delineation and publishing of admission policies, a student handbook, advising policies and procedures and addressing student complaints.

The institution responded with more detailed information on institutional goals. It provided amended bylaws and criteria for hiring and evaluating faculty. A GSE Student Bulletin included all the requested information. The institution provided an overview of curricular alignment with student learning outcomes for each course. The institution responded to the question regarding the assessment of the validity, reliability and fairness of the data elements used to determine teacher effectiveness.

After reviewing the institution's response, the visiting committee felt that the changes made adequately addressed the recommendations.

PUBLIC HEARING

The required public hearing was held on February 16, 2012 at the Department of Higher Education, located at One Ashburton Place in Boston, Massachusetts. No comment was offered in opposition to the proposed program.

STAFF ANALYSIS AND RECOMMENDATION

The staff has thoroughly evaluated all materials submitted by Charles Sposato Graduate School of Education and finds that the proposal meets the requirements outlined in 610 CMR 2.07. Recommendation is for approval of the school's petition to offer the Master of Effective Teaching.

ATTACHMENT A: BOARD OF TRUSTEES MEMBERSHIP

Spencer Blasdale

Mr. Blasdale is the CEO of SchoolWorks and assumed this position in 2008. Prior to this, Mr. Blasdale was the Executive Director of Academy of the Pacific Rim Charter School for 11 years, and a teacher at Beaver Country Day School for 3 years. Mr. Blasdale has a M.Ed. from Harvard University and an AB from Princeton University.

Stig Leschly

Mr. Leschly is the CEO of MATCH. He was previously the founder and managing partner of the Newark Charter School Fund, an operating foundation financed by national philanthropies – including Bill & Melinda Gates Foundation, the Walton Family Foundation, the Robertson Foundation, and the Doris & Donald Fisher Fund -- to support public school reform in Newark, NJ. Before that, Mr. Leschly was a lecturer at Harvard Business School where his research and teaching covered entrepreneurship and education reform. From 1997 to 2000, Mr. Leschly was the CEO and founder of Exchange.com, an early competitor to eBay.com, which was acquired by Amazon.com in 1999. Mr. Leschly holds an AB in Comparative Literature from Princeton University, a JD from Harvard Law School, and an MBA from Harvard Business School.

Devereaux McClatchey

Mr. McClatchey is the President of Carney Sandoe & Associates, a recruiting services firm that focuses on the field of education; they place thousands of schoolteachers each year. Mr. McClatchey holds a J.D. from University of Georgia School of Law and a BA from Duke University.

Ann Sagan

Ann Sagan is a trustee of the MATCH School. She was formerly a financial analyst with The New York Times Company. She holds an undergraduate degree from Duke University in public policy, an MBA from the University of Chicago and a Master of Education from Bank Street College in New York. Her previous board experience includes 3 years on the Board of Education in Montclair, NJ where she served as chair of the finance and budget committee.

Mary Wells

Ms. Wells is a co-founder and Partner with Bellwether Education Partners, a professional services firm focused on building leadership and management capacity in the field of K-12 education reform. Prior to this, Ms. Wells was the senior program officer for STEM and new schools with the Texas High School Project and a Manager for Bain & Company. Ms. Wells holds an MBA from the Stanford Graduate School of Business and a BA from Harvard University.

Michael Goldstein, President of Sposato School of Education (ex officio, non-voting)

Mr. Goldstein founded MATCH School in 1999; he served as its CEO until 2004, when he launched the MATCH Corps program to serve both MATCH students and those in Boston Public Schools. In 2008 Mr. Goldstein launched the MATCH Teacher Residency. MATCH has been named at Top 100 high school in the nation by both *Newsweek* and *US News & World Reports*, and recognized by the US Department of Education at one of the top 3 charter high schools in the nation at generating academic improvement (2008, 2009, 2010).

Mr. Goldstein serves or has served on the following boards: Boston Schoolchildren's Consortium, Lee Academy Pilot School in Dorchester, WGBH Community Board, National Council for Teacher Quality, Harvard's Futures of Ed Reform Project. He served on Education Transition Committees for Massachusetts Governors Deval Patrick in 2007 and Mitt Romney in 2003. He is a senior fellow at Education Sector, a non-partisan Washington think tank. Michael is a former journalist and has written for *Business Week*, *New York Magazine*, the *Los Angeles Times Magazine*, and *Boston Globe*. He has a B.A. in public policy from Duke University and a Master of public policy from Harvard.

ATTACHMENT B: CURRICULUM

Graduate Program Curriculum Outline

Major Required (Core) Courses (Total # of courses required = 12)		
Course Number	Course Title	Credit Hours
MTR 100	Culture, Community, and Context	2
MTR 110	Relationships & Development	3
MTR 112	Classroom Management	3
MTR 114	Teaching Methods I	3
MTR 116	Pre-Practicum	2
MTR 120a	Teaching Methods II – Math Methods	3
MTR 120b	Teaching Methods II – English Methods	3
MTR 122	Using Data to Improve Instruction	3
MTR 124	Spring Practicum	2
MTR 130	Summer Practicum	2
MTR 200	The Dimensions of Teaching I	3
MTR 210	The Dimensions of Teaching II	3
MTR 220	The Dimensions of Teaching III	3
	SubTotal # Core Credits Required	32
Elective Course Choices (Total courses required = 0) (attach list of choices if needed)		
[Course Number]	[Course Title]	[0]
	SubTotal # Elective Credits Required	0
Curriculum Summary		
Total number of courses required for the degree		12
Total credit hours required for degree		32
Prerequisite, Concentration, Dissertation or Other Requirements:		
Submission of evidence of classroom effectiveness, including student outcome data, serves as the summative assessment for the M.E.T. program. The presentation will contain three elements: standardized test scores if they are available, ratings from outside evaluators, and a review by a supervisor.		

ATTACHMENT C: BUDGET

Total GSE - Certification and Master's

Charles Sposato GSE	2011/12	2012/13	2013/14	2014/15
Program Budget	Year 1	Year 2	Year 3	Year 3
# 1st year students (finish with license)	40	50	60	70
# 2nd year students (finish with master's)	0	30	40	50
Revenue				
Fees from Job Placement	160,000	300,000	360,000	490,000
Master's Tuition	0	200,000	240,000	400,000
Private Fundraising Pledged	1,886,334	733,000	133,333	
Private Fundraising Projected			150,000	350,000
Revenue Total:	2,046,334	1,233,000	883,333	1,240,000
Core Staff - Fixed				
President	110,000	113,300	116,699	120,200
Director of Curriculum	86,500	89,095	91,768	94,521
Director of Teacher Placement	101,000	104,030	107,151	110,365
Director of Teacher Coaching	74,600	76,838	79,143	81,517
Director of Residency	86,500	89,095	91,768	94,521
Assistant	46,000	47,380	48,801	50,265
Director of Recruiting	45,000	46,350	47,741	49,173
Performance Incentives	50,000	51,500	53,045	54,636
Benefits	89,940	92,638	95,417	98,280
Total Full-Time Staff	689,540	710,226	731,533	753,479
Other Costs				
Books, Materials, Access to Online Libraries	14,000	16,800	20,160	24,192
Adjunct Faculty and Teacher Coaches	95,000	104,500	114,950	126,445
Food Services	12,000	14,400	17,280	20,736
Travel (for professional learning, coaching)	9,000	9,270	9,548	9,835
Recruiting Ads/marketing	52,000	53,560	55,167	56,822
Legal	11,000	11,330	11,670	12,020
Printing, Publishing, Events	19,000	19,570	20,157	20,762
Computers, Equipment, etc	7,500	7,725	7,957	8,195
Insurance	3,945	4,063	4,185	4,311
Business Services	141,000	145,230	149,587	154,075
<i>Accounting, Audit, Bursar, Registrar, IT, HR, etc</i>				
Evaluator: Harvard (Value-Added)	donated	donated	donated	donated
Evaluator: former school leaders	28,000	33,600	40,320	48,384
TOTAL COSTS	1,081,985	1,130,275	1,182,514	1,239,255
Net:	964,349	102,725	-299,181	745
Note: "Steady State" in Year 4				
Assumes ongoing fundraising of \$5k per student				