

**The Charles Sposato Graduate School of Education, Inc.
Agreement**

Our goal is to outline the basic program, assessment, exit policies and time and tuition commitments of students in The Charles Sposato Graduate School of Education, Inc. (“Sposato” or “CSGSE”). We want to ensure that you are clear on all our policies before fully committing to our program.

Remember: Your #1 reason for signing up for our program is that you want us to mold you into a jaw-droppingly effective teacher in a high-performing urban public school.

1. The Program

You are currently enrolled in the first year of a two-year, 35-credit-hour program that culminates in a Master’s of Effective Teaching (M.E.T.) degree, granted by the Charles Sposato Graduate School of Education (CSGSE).

During your first year you are working as a “Resident” or “Associate Teacher” at Match Charter Public School, a “Fellow” at UP Education Network or the Community Group, or a “Paraprofessional” in Malden Public Schools. You will be doing meaningful work in a public school setting, which will help children and will also support your development as a teacher. The second year of the Sposato program happens during your first year of full-time teaching. During this second year, you participate in a remote course that’s roughly 2-4 hours per week of work (in addition to your 60-80 hour per week full-time job). The course involves collecting different types of data on your teaching, and then creating and executing action plans in response to that data, in collaboration with Sposato peers and coaches. Successful completion of this two-year program will uniquely qualify you as a teacher who makes people’s jaws drop when they walk into your classroom.

The complete CSGSE program includes four phases:

Phase 1: The August Through October Audit (Year 1)

For the first three months, CSGSE students participate in a comprehensive Orientation, introductory coursework once or twice per week, and Saturday “Group of 6” practice.

Phase 2: November Through the December Gateway (Year 1)

This phase continues the coursework and Group of 6 practice begun in Phase 1. Phase 2 culminates in the December Gateway Assessment (the “Gateway”). As part of the Gateway, students are required to demonstrate mastery of fundamental teaching skills in three rounds of simulated teaching. Students who fail to pass the Gateway may be asked to exit the program.

Phase 3: Spring and Summer Student Teaching and the Job Placement Process (Year 1)

This is arguably the most valuable component to our program and includes robust amounts of coursework, individualized coaching, and a highly personalized job placement process. Coursework

continues twice per week, as in the fall. Student teaching occurs twice per week between the months of February and June, and then occurs daily for three weeks in July. Upon successful completion of this phase, CSGSE students are endorsed for Massachusetts initial teacher licensure in their area of study.

As students pursue lead teaching roles that will commence in Year 2, CSGSE plays an unusual role. CSGSE does not “place” students in schools, as some other organizations do. Rather, CSGSE plays a substantial support role in the process. Ultimately, the student alone makes the decision to accept a job. Students are not required to accept any job they don’t want. However, given the enormous resources dedicated to supporting students between the Gateway and the job placement supported-process, students are required to make a good faith recommitment to CSGSE in early January, or to exit the program if they are certain they do not want to pursue a CSGSE-supported job process.

To preserve the integrity of the process and fairness among students, CSGSE students are precluded from seeking employment outside of the official CSGSE process. Once a CSGSE student accepts a teaching position through the official CSGSE process, they are required to discontinue job-seeking.

Phase 4: Masters in Effective Teaching Degree (Year 2)

CSGSE students who complete the requirements of Phase 3 are eligible to participate in Year 2 coursework and evaluation. This phase involves participation in a remotely delivered action research class, targeted to students’ unique areas of professional focus. This phase also includes evaluation of teaching performance, as measured by a battery of assessments.

Students must pass the Year 2 coursework *and* exceed the performance threshold in order to receive the Masters in Effective Teaching (M.E.T.) degree.

2. Our Approach

This program benefits from continuous improvement based on your feedback and the feedback of your predecessors. Therefore, certain elements of the content and the process may change. To participate effectively you must be willing to deal with occasional change. Some of that change will be driven by *you*: we will frequently seek your feedback on how things are going. From that, we often revise our content and methods.

We generally use our limited time to practice measurable skills rather than engage in lengthy discussions about alternative approaches. We believe teaching is unbelievably complex work, and as your career progresses, your unique style of teaching will emerge. But much more than in traditional graduate schools, we are aiming to provide you with concrete guidance that will allow you to hit the ground running in your first year of teaching. So, the tone and feedback in the program is usually direct rather than suggestive. That doesn't mean we are trying to exert authority for its own sake. It means that, just like a violin teacher, we'll say "Okay now do X" instead of "Hmmm....well, you could try X, or Y, or Z...."

3. Assessment

We assess multiple aspects of your work throughout the two-year program. We find that all of these areas are equally critical to becoming an unusually effective first year teacher.

During the first year, CSGSE students will be assessed in the following areas:

- **In-Class Execution:** The degree to which you execute an effective lesson where students are focused, practicing, and receiving feedback aligned with rigorous target tasks.
- **Feedback Implementation:** The degree to which you act on the feedback your coaches give you.
- **Community Contributions:** The degree to which you responsibly complete tasks on a timeline, communicate with students and families about progress, interact professionally with training staff and colleagues, and generally manage the emotional buffets of this challenging work.
- **Coursework:** Written assessments (quizzes and course assessments, including final assessments) as well as performance assessments throughout the year, including a summative “Gateway” assessment in December.

At the end of the first year of lead teaching, the M.E.T. degree is awarded based upon passing level completion of coursework and demonstrated efficacy as measured by:

- **Principal Input:** Principals are asked to rate the performance of M.E.T. candidates numerically, in terms of their instructional performance as well as contributions to school culture.
- **Student Surveys:** Students are surveyed, using research-based tools which have proven highly predictive of achievement.
- **Observations:** Outside experts observe M.E.T. candidates during their first teaching year and score these observations, comparing them to scores assembled by a control group of rookie teachers.
- **Student Achievement Data:** Where “clean” data about student growth exists, it may play a significant role in assessing the teacher’s effectiveness.

To be clear: somebody might pass all of their CSGSE coursework and still fail to receive the M.E.T. degree, based upon failure to exceed performance benchmarks in the classroom. As far as we know, we are the only graduate school in the country that requires degree candidates to exceed such an unusually rigorous bar.

CSGSE expects that students will lead teach for *two years*, minimally, in a school serving a predominantly low-income population. While it’s not required for you to teach for two years in the *same* school, we strongly encourage you to do everything in your power to do so. While there may be another school that seems to present advantages in your second year of lead teaching, the costs to children and to a school community after just one year of teaching are substantial. If you do plan to change jobs in your second year of full-time teaching, we ask you to communicate that to us as soon as possible.

4. Exit Policies

There are two reasons someone might exit the program: by choice, or by failing to meet program requirements. Both are described below.

A. Choosing to Exit the Program: “Healthy Exit”

Our program is not the right fit for everyone. There are many other good approaches to teaching. And many other good approaches to training.

At some point during the program, you might realize:

- You don’t want to be a teacher.
- You want to teach, but don’t want to teach for two years in the types of schools we train people for, and therefore our program isn’t right for you.
- You don’t really buy our methods, or you think we’re well intentioned but not particularly useful to you.
- Even though you like CSGSE, you feel stretched on time and want to focus on other priorities.

This ability to “healthy exit” is part of how we ensure that people have the ability to really thoughtfully explore whether our program is right for them, and folks who healthy exit before the job process incur minimal financial obligations (as set forth below).

If you choose to exit the program *after* accepting a job, you will still be responsible for the tuition payments described later on in this document.

B. Not Meeting the Program Requirements

Because of our unique mission of preparing teachers to be “jaw-droppingly” good in their rookie year, it is important that all participants meet basic requirements in the assessment areas listed in Section 3. Not meeting program requirements will result in a performance review and will often result in an exit from the program.

At any time in the program, if a student is in danger of not meeting program requirements, we may delay the start of their job search and put in place very clear performance criteria. Once the student is back on track, we’ll open up the job search.

If a student is in danger of not meeting program requirements after they have secured a job, we may reach out to their school to alert the principal about their progress and status with the program.

For a detailed description of the program requirements and how they are measured, please see the CSGSE Handbook.

A student who chooses to exit the program, or is required to exit the program based upon the Gateway or failing program requirements, will still be eligible to receive a Certificate of Completion, based upon earning passing grades in all CSGSE courses at the time of the Gateway, and successfully completing all responsibilities to the host school, through the 2021-2022 school year.

5. Time Commitment

- Your responsibilities to PK-12 students cannot be compromised by participation in the CSGSE.

- You are required to attend all program sessions, which begin in August of 2021. For remote learning, program sessions occur on Tuesdays and Thursdays from 6:00 PM-8:30 PM and on some Saturdays from 9:00 AM-3:00 PM.
- CSGSE students are expected to not miss more than 2-3 days of coursework or teaching due to pressing personal obligations during the first year and should communicate well in advance about any planned absences. (Absences due to sickness, personal or family health emergencies, religious observances or job-search related absences do not count as personal obligations.)
- CSGSE students are expected to make up coursework missed for any reason within one week of the absence.

6. Tuition Commitment

The total actual cost of training each CSGSE student is approximately \$30,000. CSGSE students only pay a fraction of this total cost. A large portion of this amount is subsidized, due to the unusually strong performance of CSGSE-trained teachers. We have also created opportunities for students to exit the program without incurring the full tuition obligation, because we don't want folks to persist in the program for financial reasons if they conclude that the fit is wrong.

The cost of training a CSGSE student is generally covered as follows:

- \$18,000 in tuition paid by each student who completes the CSGSE program.
- \$8,000 in fees paid by the school employer that hires the student.
- \$4,000 contributed via a philanthropic scholarship from CSGSE.

Tuition Obligations

Phase 1: The August Through October Audit

Students incur no tuition obligations during the first three months of CSGSE training. Students may exit the program for any reason during this period, and do so without any financial obligation to CSGSE.

Phase 2: November Through the December Gateway

On November 1st, students incur an obligation to pay the first \$3,000 in CSGSE tuition, unless they have officially exited the program in writing prior to this date. This amount is owed whether or not they complete the remaining program components.

Phase 3: Spring and Summer Student Teaching and the Job Placement Process

Students incur an additional tuition obligation of \$12,000—in addition to the prior \$3,000 obligation—if:

- They persist in CSGSE after the Gateway AND
- They complete Year 1 of the program, including Summer Student Teaching.

Phase 4: Masters in Effective Teaching Degree

Students incur a final tuition obligation of \$3,000 (in addition to the \$15,000 incurred in phases 1-3) upon electing to participate in Year 2 and working towards earning a Masters in Effective Teaching Degree while employed in a lead teaching position received with CSGSE’s assistance.

A Note on Tuition:

For the avoidance of doubt, once students incur any of the tuition obligations detailed in Phases 2 through 4, they will owe CSGSE that amount, regardless of anything that subsequently occurs, including, but not limited to: choosing to exit the program, failure to meet the program requirements, changing positions, taking a leave of absence, quitting their job, or being fired from their place of employment.

The following table summarizes how tuition obligations are incurred:

| Phase | Dates | Tuition Obligation for Phase | Total Tuition Obligation |
|---------|------------------------------------|------------------------------|--------------------------|
| Phase 1 | September 1st - October 31st, 2021 | \$0 | \$0 |
| Phase 2 | November 1st - December 31st, 2021 | \$3,000 | \$3,000 |
| Phase 3 | January 1st - July 31st, 2022 | \$12,000 | \$15,000 |
| Phase 4 | August 1st, 2022 - July 31st, 2023 | \$3,000 | \$18,000 |

Additional Financial Obligations

As described in this section, a significant portion of the cost of CSGSE training is covered by (1) an \$8,000 placement fee paid by the school that hires the student; and (2) a \$4,000 philanthropic scholarship contributed by CSGSE. Each of these sources of revenue are accompanied by obligations to the student as detailed below, and the student will be responsible for reimbursing CSGSE for these amounts in the event such requirements are not fulfilled:

- *School placement fee:* The school that hires the student is required to pay this amount in two installments of \$4,000 each—one during Year 2 (CSGSE student’s first year of full-time teaching), and one in the subsequent year (CSGSE student’s second year of full-time teaching). CSGSE staff members explain this obligation to school employers, and these organizations have historically agreed to pay. However, in the following circumstances, the student will be responsible for part, or all, of this \$8,000 fee:
 - a. If the student plans to change jobs between the first and second year of full-time teaching, they must communicate with the new employer about its obligation to pay the \$4,000 fee to CSGSE in advance of accepting that position. If the new employer fails to pay the placement fee to CSGSE, the student will be required to pay CSGSE the \$4,000 fee.
 - b. If the student chooses to quit a job before completing the first year of full-time teaching, CSGSE would be required to refund the \$4,000 placement fee to the

school employer, and the student would be responsible for reimbursing CSGSE for that amount. Unless the student were to find a new job for the second year of full-time teaching at a school that accepts the obligation to pay CSGSE the second \$4,000 placement fee, the student will be required to pay CSGSE for the second \$4,000 placement fee as well, for a total of \$8,000.

- c. Similarly, if the student were to quit a job after the first year of full-time teaching and leave teaching altogether, the student would be responsible for the second \$4,000 placement fee.
- *Philanthropic scholarship:* This scholarship is contingent on the student working full-time in a school serving a low-income population for two consecutive years following Year 1. If the student does not meet this two-year obligation, s/he will be responsible for repaying the \$4,000 scholarship in full to CSGSE, in addition to the school placement fees that may be triggered as set forth above.

Payment Schedules

Students who exit the program during Phase 2 will receive a single bill for \$3,000, due in October of 2022. All other students will opt into a regular tuition payment schedule which runs from October of 2022 until April of 2026.

While your financial obligations are non-negotiable, CSGSE may, in its sole and absolute discretion, negotiate an alternate payment schedule when the regular payment schedule presents a demonstrable, significant financial hardship. This will be determined on a case-by-case basis. In order to be eligible for the MET degree, you must be current in your tuition payments according to the predetermined payment schedule.

Given that CSGSE students have three full months to experience the program tuition-free during Phase 1 (i.e., before the November 1st deadline in Year 1), and given the deferred, interest-free tuition payment schedule offered to all CSGSE students, no refunds shall be issued for any tuition obligations once incurred.

Please note that AmeriCorps Education stipends *cannot be used at this time* to pay for CSGSE tuition.

To be clear:

- During the 2021-2022 school year, you will not be responsible for paying ANY tuition.
- If you opt in after October 31, 2021, you will accrue \$3,000 in nonrefundable tuition, which will be scheduled for repayment beginning in fall of 2022. If you remain enrolled in the program for the spring semester, your tuition responsibility will increase to \$15,000-\$18,000.
- Given that our students have the first three months of Sposato's M.E.T. program to preview the program tuition-free (i.e., before the healthy exit deadline), and given the deferred, interest-free tuition payment schedule offered to all Sposato students, no refunds shall be issued for any tuition obligations once incurred.
- If you opt in after October 31st and pass the Gateway, you will be responsible for minimally paying the \$15,000 regardless of anything that happens impacting your enrollment status.

This includes: choosing to exit the program, failure to meet the program requirements, changing positions, taking a leave of absence, quitting before teaching for two full years, or being fired. Remember that this tuition covers a fraction of training leading up to the job process and not the complete costs of the M.E.T. This is why some folks who become ineligible for the M.E.T. are still required to pay. The only case in which this is waived is if you choose to exit the program or are required to leave *before* the job process begins.

- If you were to stop teaching before completing your second complete year, you would be responsible for paying the unpaid \$4,000 placement fee as well as repaying the \$4,000 philanthropic scholarship, in addition to your Sposato tuition.

7. Job Placement

- We manage the job process for you starting in February 2022. For the past ten years, 100% of our students secured teaching jobs. That said, we do not guarantee you a job. If, for some reason, you do not secure a teaching job for the 2022-23 school year, you are not eligible to continue in year 2 of the Sposato program.
- The job process in the majority of schools will entail an initial phone interview, an onsite interview and/or a sample teaching lesson. We provide coaching at each of these steps.
- To preserve the integrity of the process, students who are enrolled in CSGSE are precluded from searching for a job outside the CSGSE job process. If a student is found to have been independently pursuing a job outside of the CSGSE job process, they may be required to exit CSGSE. Furthermore, once a student accepts a job, they must discontinue job hunting.
- We strongly suggest schools within our partner network, and prefer one in Massachusetts, but as long as it's a high-poverty school somewhere in the USA, then it fulfills our requirement.
- You are making a commitment to teach for two years in a high-poverty school after the completion of your first year in Sposato.

8. Intellectual Property of the Charles Sposato Graduate School of Education

The faculty and staff of the Charles Sposato Graduate School of Education have invested time and resources into developing the ideas and materials that support our program.

It is understood that a student will fundamentally respect the intellectual property of the CSGSE and refrain from sharing printed materials with friends, colleagues or future school personnel without the explicit written permission of the CSGSE.

9. Miscellaneous Provisions

The provisions of this Enrollment Agreement constitute the entire agreement among the parties. This Enrollment Agreement may be amended, modified or otherwise changed only by an instrument in writing executed by all of the parties, and no waiver, alteration or modification of any of the provisions hereof shall be binding upon a party unless in writing and signed by such party or his/her duly authorized representative. These provisions notwithstanding, CSGSE, in its sole discretion, may from time to time amend the Student Handbook without written or oral agreement from the student. To the extent there may be a conflict or an ambiguity between this Enrollment

Agreement and any other document, including but not limited to the Student Handbook, this Enrollment Agreement shall be controlling in all respects. This Enrollment Agreement will be construed, interpreted and enforced in accordance with the laws of the Commonwealth of Massachusetts without regard to conflict of laws principles.

I, a student in the Charles Sposato Graduate School of Education, pledge:

- *I am 100% committed to doing the work required by the Charles Sposato Graduate School of Education.*
- *I will teach in a school that serves a majority low-income population for the two years immediately following the completion of the first year in the Sposato program.*
- *I understand that by completing certain phases of the Sposato program, I am responsible for the applicable tuition outlined in this contract.*
- *I understand that I must protect the intellectual property of the Charles Sposato Graduate School of Education and must not share printed or digital resources without the explicit and written consent of CSGSE.*
- *I will embrace ongoing support provided by CSGSE in my first year of full-time teaching. I realize that this ongoing support and the year-two program helps CSGSE to fulfill their promises to employers that CGSE alumni will be unusually effective.*
- *I understand there are coursework and performance requirements in order to earn the M.E.T degree.*
- *I understand that my tuition payments must be current for me to receive grades, credits, official transcripts, or a diploma from CSGSE.*
- *I understand that at times it may be difficult to balance my responsibilities, but I am willing to put in the amount of effort necessary to persevere and succeed because I believe in the importance of this work.*

We, the Charles Sposato Graduate School of Education Staff and Faculty, make a good faith promise:

- *To help teacher candidates find, secure and prepare for teaching jobs in high-performing, high-poverty public schools in the spring of their first year.*
- *To provide candidates with the time, teaching “at-bats,” coaching and feedback toward meeting program requirements and becoming unusually successful first-year teachers.*
- *To respond to any concerns and questions candidates may have about training content or any other aspect of the training program within one week’s time.*
- *To provide transition support to those who complete the first year of the program, in the summer and fall of 2022.*

- *To hold the teacher training team accountable for the quality of training sessions and hold the teacher training team accountable for the performance of program graduates—in terms of generating big gains in student achievement each year.*

Finally, in order to continue as a student in Charles Sposato Graduate School of Education:

- *I acknowledge that I have received, read, carefully thought about, and understand this Enrollment Agreement.*
- *I acknowledge that I have received a copy of CSGSE's Student Handbook, have read it, and understand it.*
- *I agree to take responsibility for the policies and commitments as outlined and described in this Enrollment Agreement and in CSGSE's Student Handbook.*

Accepted and Agreed:

Student Signature: _____

Student Name: _____

Student Address: _____

Date: _____



CSGSE Signature: _____

CSGSE Name and Title: Dr. Jalene Tamerat, Dean

CSGSE Address: 215 Forest Hills St.
_____ Boston, MA 02130

Date: October 12, 2021