GRADUATE SCHOOL OF

Stanford | **EDUCATION**

Class of 2013 Annual Report
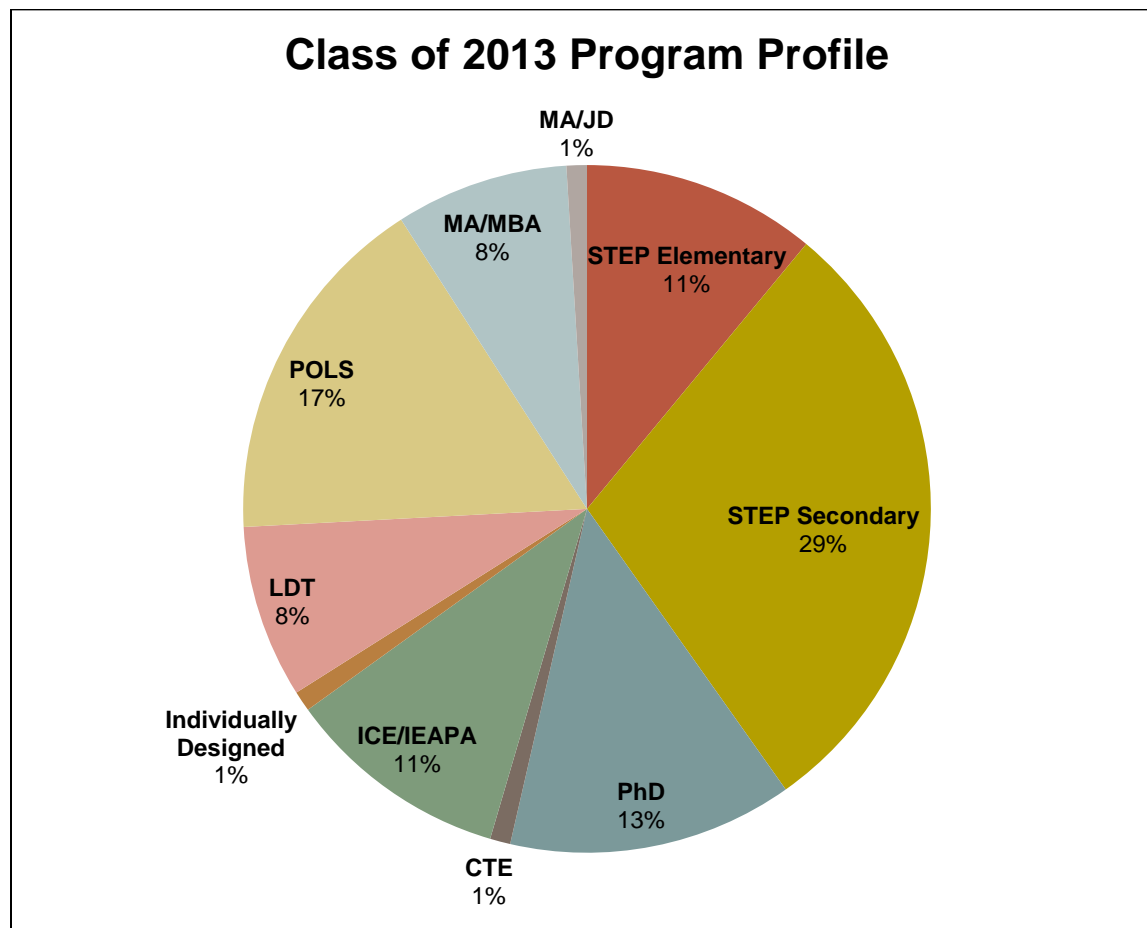
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Class of 2013 Profile

The Class of 2013 included 209 Master's and PhD graduates pursuing various degrees and subspecialties in the field of education. The graph below depicts the breakdown of the Class of 2013 by academic program.

Class of 2013 Program Profile

- MA/JD 1%
- STEP Elementary 11%
- MA/MBA 8%
- POLS 17%
- STEP Secondary 29%
- LDT 8%
- Individually Designed 1%
- ICE/IEAPA 11%
- CTE 1%
- PhD 13%

The Stanford GSE Master's Program Abbreviations:

- Stanford Teacher Education Program (STEP)
- Curriculum and Teacher Education (CTE)
- International Comparative Education (ICE)
- International Educational Administrative and Policy Analysis (IEAPA)
- Learning, Design and Technology (LDT)
- Policy, Organization and Leadership Studies (POLS)

Leadership in Education

Our programs prepare graduate students to take leadership roles in education as faculty, researchers, teachers, principals, managers, policy makers, and entrepreneurs in the private, public and nonprofit sectors. **98% of the class of 2013 – 204 graduates – completed the Stanford EdCareers placement survey.** This report is based on the information provided by these respondents.

Within three months of graduation, 94% of all responding graduates were employed. Class of 2013 graduates who reported being employed or starting new ventures primarily pursued opportunities related to the field of education as demonstrated in the data below:

- 92**%** of those employed are working at an education-related organization.

- 91**%** of those employed have an education-related job function.

STEP Impact

In addition to teaching and school administration, STEP graduates also move their schools' missions forward by occupying leadership positions. **66%** of 2013 STEP graduates report accepting at least one leadership position in addition to their normal teaching responsibilities for the 2013-2014 school year. For example, 2013 STEP graduates:

- Start new schools and programs
- Develop curriculum
- Conduct community outreach on behalf of their school
- Fundraise for their school

- Participate in school reform or improvement committees
- Plan or conduct professional development
- Serve as teachers on special assignments (e.g. district literacy or math coach)

Shea Quraishi, a STEP graduate from 2013, is a second grade teacher at Aspire Hanley Elementary 2 in Memphis, Tennessee. As an elementary school teacher, she teaches multiple subjects to a class of 18 students. Her experience at STEP continues to impact her leadership inside and outside of her class.

> *"I think often about all of the broader lessons from my Seminar class in STEP, from year-round planning, to connecting with parents, to STEP's general emphasis on the importance of growth mindset. The joy of experiential learning in math is something I got to experience for myself during STEP, and I try every day to pass that joy on to my kids…I had many opportunities during the STEP year to apply what I was learning in my own classes to my teaching and to reflect on how it went, constantly working to improve my teaching for greater impact." Shea Quraishi, STEP graduate, Class of 2013.*

MA Impact

MA students in CTE, ICE/IEAPA, LDT, POLS and Joint Programs are encouraged to engage in cross-disciplinary work and pursue entrepreneurial opportunities. During their graduate studies, Kunal Chawla (MA, 2013) and Benje Williams (MBA, 2013) created the concept for the Amal Academy (amalacademey.org). Their mission is to develop professional and life skills among the youth in Pakistan by empowering underprivileged students to realize their professional dreams. Chawla and Williams continue to manage the nascent organization as an extracurricular pursuit.

> *"The interdisciplinary nature of the courses across Stanford and the opportunity to collaborate with graduate students across the university allowed us to find common passions, bring these interests together in a course project, and then grow them into an organization." Kunal Chawla, MA graduate, Class of 2013.*

PhD Impact

PhD graduates pursue cutting-edge research that shape the education fields and academic institutions.

Julie Cohen, a PhD graduate, accepted a position as an assistant professor of Curriculum, Instruction, and Special Education in the Curry School of Education at the University of Virginia. While at Stanford, Julie taught students in the teacher education program (STEP) and conducted research that is informed by practice, thus providing her with the experience to be a successful teacher educator.

> *"I have the confidence to develop my own research program due to the mentorship I received from faculty with regards to all aspects of the research cycle—design, grant writing, data collection, analysis, synthesis, and article preparation. My new faculty position allows me to continue my work researching the features of instructional quality and how to best support those practices, while also helping novice teachers to develop their own practice." Julie Cohen, PhD graduate, Class of 2013.*

Many of our PhD graduates go on to research, teaching and administration positions in academia. Eric Shed, another PhD graduate, is now a Lecturer in Education and the Director of Secondary History/Social Studies Education at Brown University in Providence, Rhode Island.

> *"My doctoral work taught me how to engage colleagues from various disciplines. The Diversifying Academia Recruiting Excellence (DARE) fellowship program at Stanford helped me define my role in my new department as I faced the challenge of going from the singular focus of a dissertation to the numerous responsibilities that are part of my new position: managing admissions, recruitment, financial aid, and school partnerships for the program at Brown." Eric Shed, PhD graduate, Class of 2013.*

STEP Graduates

The Stanford Teacher Education Program (STEP), a nationally renowned, full-time, 12-month program, prepares future teachers at the elementary and secondary levels. STEP leads to a Master of Arts in Education and California teaching credential. STEP also requires a 12-month teaching practicum. Graduates of STEP Elementary earn a California preliminary multiple subject teaching credential. STEP Secondary offers California preliminary single subject teaching credentials in the teaching of English, Mathematics, History/Social Sciences, Science, and World Languages.

98% of 84 STEP graduates responded to the survey.

- 100% accepted a position in the field of education

- 98% were employed as PreK-12 classroom teachers

- 93% were employed full-time

- 91.5% were employed in their desired geographic location

- 63% were teaching at a public (non-charter) school

- Median full-time salary was $50,750 (range $40,000 - $64,000)[1]

Employment Position Breakdown

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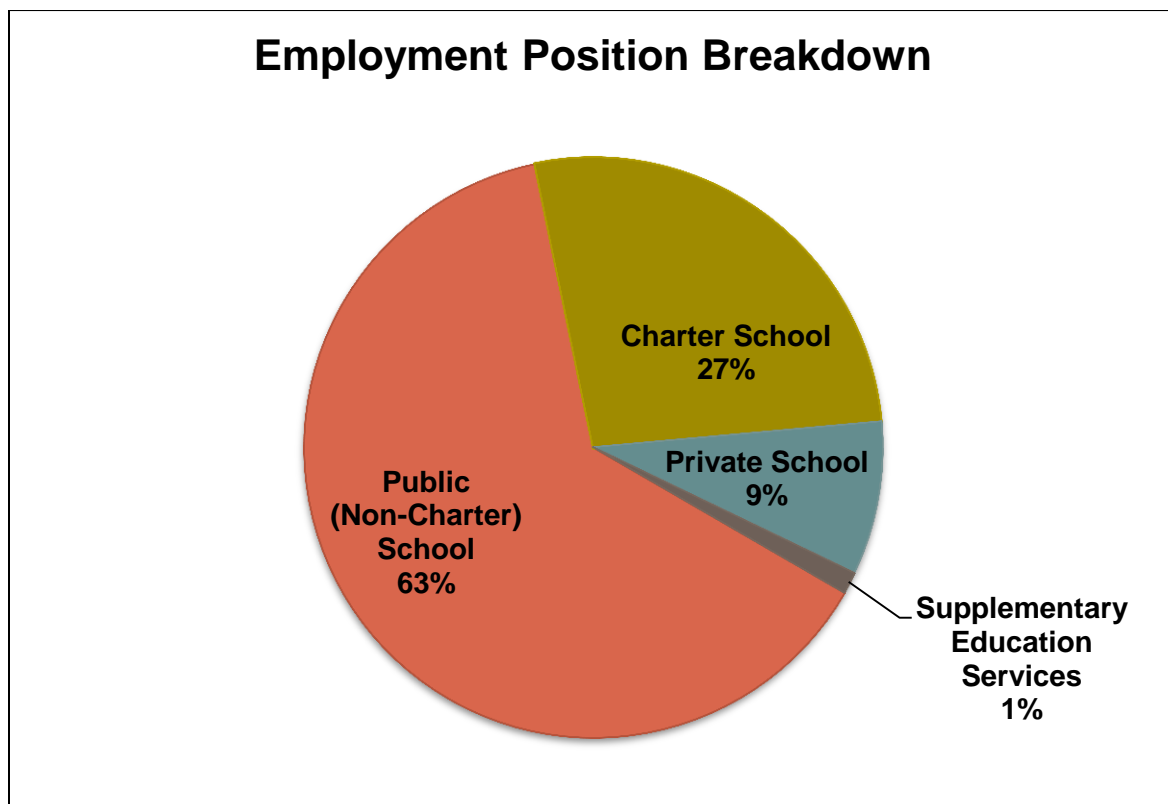
[1] Most teacher salaries are set by districts and are not negotiated on an individual basis.

STEP Hiring Organizations

American Community School at Beirut, *Private school*

Animo Pat Brown School, *Los Angeles USD*

Aspire Hanley Elementary, *Aspire Public Schools*

Berkeley High School, *Berkeley USD*

Bullis Charter School, *Los Altos SD[3]*

Burlingame High School, *San Mateo SD*

Burnett Middle School, *San Jose USD*

Burton High School, *San Francisco USD*

Cayman International School, *International school*

Children's Day School, *Private school*

Chinese Education Center, *San Francisco USD*

Christian Academy in Japan, *Private school*

College Park Elementary, *San Mateo Union HSD*

Connect Community Charter School, *Redwood City SD*

Creative Arts Charter School, *San Francisco USD*

Crocker Middle School, *Hillsborough School District*

Cumberland Elementary, *Sunnyvale Elementary SD*

Cupertino High School, *Fremont Union HSD*

Da Vinci Science High School, *Wiseburn SD*

Downtown College Prep-Alum Rock, *Alum Rock Union Elementary SD*

Everest High School, *Summit Public Schools*

Fairmont Elementary, *West Contra Costa USD*

Fremont High School, *Fremont Union HSD*

Green Design, *Los Angeles USD*

Harder Elementary, *Hayward USD*

Henry M. Gunn High School, *Palo Alto USD*

Heritage High School, *Liberty Union HSD*

Hoover Elementary, *Palo Alto USD*

Impact Academy, *Hayward USD*

John Muir Middle School, *San Jose USD[2]*

Kamehameha School, *Private school*

Korematsu Discovery Academy, *Oakland USD*

Life Academy of Health and Bioscience, Oakland *USD*

Lincoln High School, *San Jose USD*

Los Altos High School, *Mountain View Los Altos SD*

Manzanita SEED, *Oakland USD*

Melrose Leadership Academy, *Oakland USD*

Menlo-Atherton High School, *Sequoia SD*

Mission High School, *San Francisco USD*

Mountain View High School, *Mountain View Los Altos HSD[4]*

Pacific Elementary, *Pacific Elementary SD*

The Preuss School, *University of California, San Diego*

Rainier High School, *Summit Public Schools*

Rufus King International High School, *Milwaukee Public Schools*

San Francisco International High School, *San Francisco USD*

Sanford Schools, *Sanford SD*

Scott Lane Elementary, *Santa Clara USD*

Sequoia High School, *Sequoia Union HSD*

Shaw VPA Elementary School, *St. Louis Public Schools*

SOAR Green Valley Ranch, *Denver Public Schools*

St. Peter's Prep, *Private school*

Summit Preparatory High School, *Summit Public Schools*

Sunnyvale Middle School, *Sunnyvale Elementary SD*

Thomas Edison Charter Academy, *San Francisco USD*

Vargas Elementary School, *Sunnyvale SD*
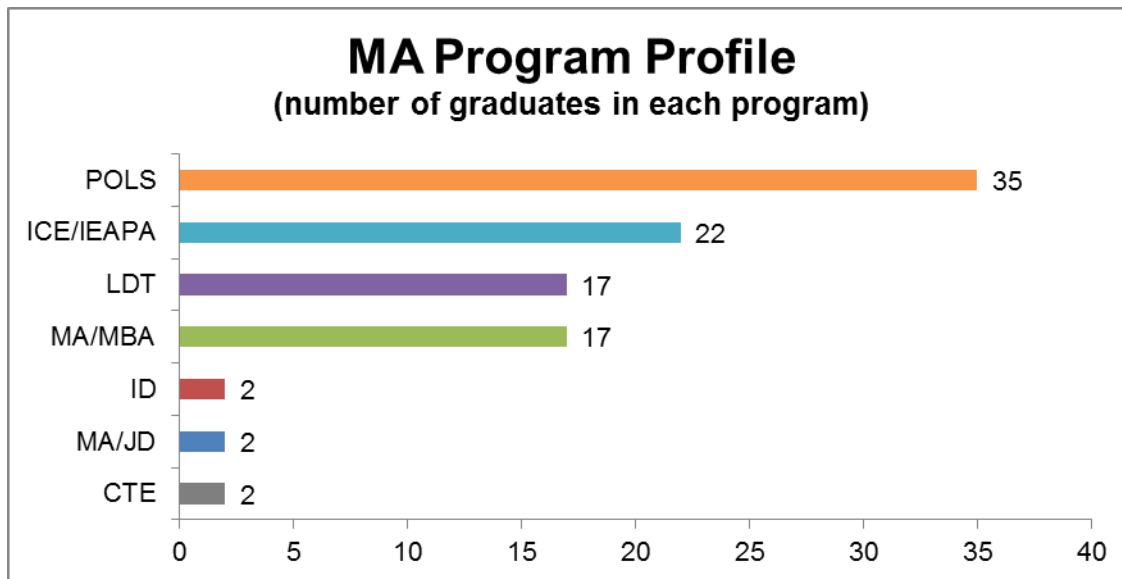
Woodside High School, *Sequoia Union HSD*

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[2] USD is an abbreviation for Unified School District
[3] SD is an abbreviation for School District
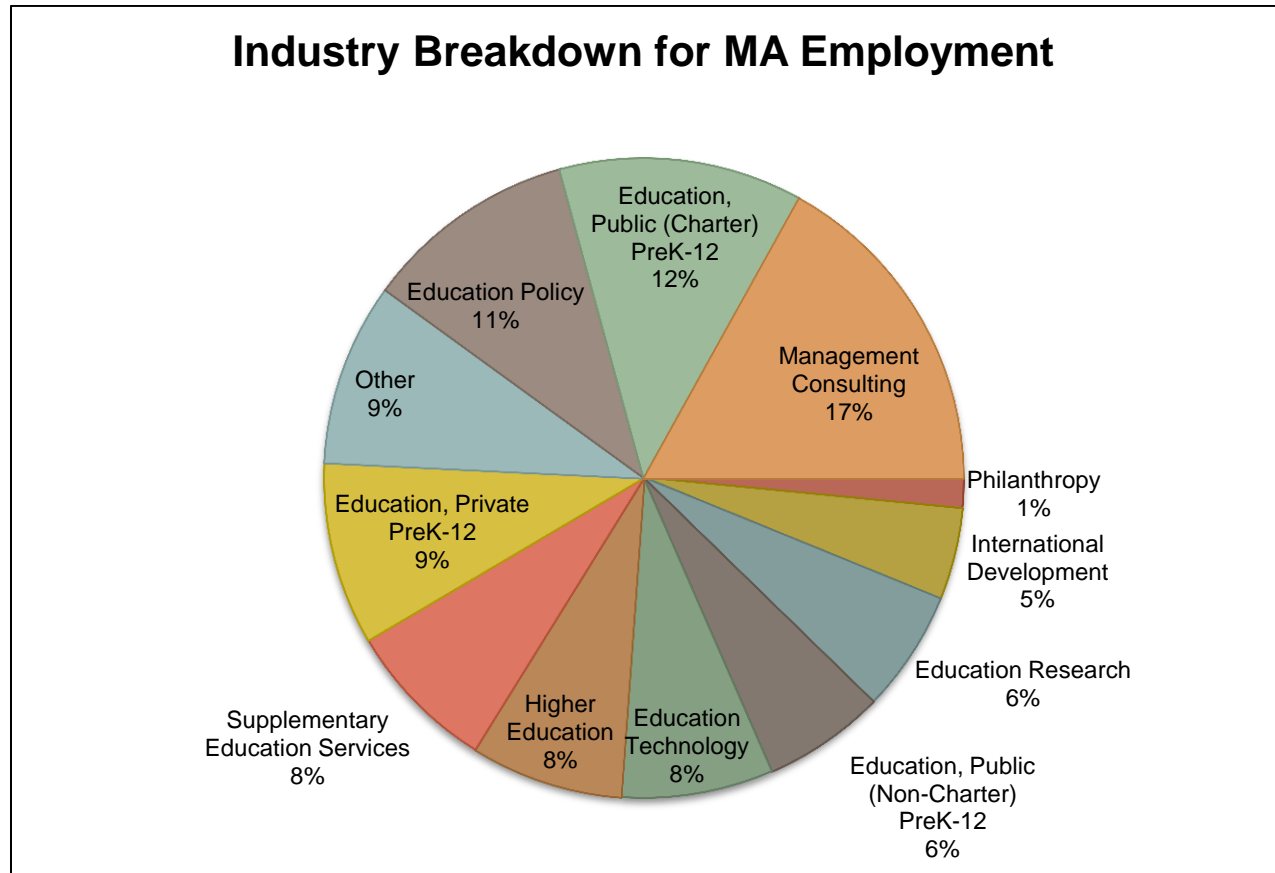[4] HSD is an abbreviation for High School District

MA Graduates (Non-STEP)

96% of the 97 MA graduates (non-STEP) responded to the survey. Graduates earned degrees from 8 different programs in the areas of education management, policy, research, and technology. The breakdown of graduates in each program is shown below.

MA Program Profile
(number of graduates in each program)

Program	Number of graduates
POLS	35
ICE/IEAPA	22
LDT	17
MA/MBA	17
ID	2
MA/JD	2
CTE	2

- Policy, Organization and Leadership Studies **(POLS)**
- International Comparative Education **(ICE)**
- International Educational Administration and Policy Analysis **(IEAPA)**
- Learning, Design and Technology **(LDT)**
- MA/MBA
- Individually Designed **(ID)**
- MA/JD
- Curriculum and Teacher Education **(CTE)**

Within 3 months of graduation, 83% of MA graduates (non-STEP), who were seeking a position, were employed, continuing their education or had started a new organization.

Industry Breakdown for MA Employment

Pie chart segments:
- Education, Public (Charter) PreK-12 — 12%
- Management Consulting — 17%
- Philanthropy — 1%
- International Development — 5%
- Education Research — 6%
- Education, Public (Non-Charter) PreK-12 — 6%
- Education Technology — 8%
- Higher Education — 8%
- Supplementary Education Services — 8%
- Education, Private PreK-12 — 9%
- Other — 9%
- Education Policy — 11%

Of the graduates who had accepted a position:
- 98% had accepted a position in their desired geographic location
- 97% of these were full-time positions
- 80% had accepted a position at an education-related organization
- 77% had a job function related to education

Of those still seeking:
- 25% had received at least one job offer

	MA graduates (excluding joint degree students)	Joint degree graduates (MA/MBA and MA/JD)
Average Yearly Full-time Salary	$70,085	$108,167
Median Yearly Full-time Salary	$66,000	$105,000
Full-time Salary Range	$24,000 - $215,000	$57,000 – $140,000

MA Hiring Organizations and Job Titles

2bCapital - Private Equity, *Senior Analyst*

Achievement School District, *Director of Finance and Strategic Planning*

Alternatives in Action, *Director of Community Programs*

Aspire Public Schools, *Teacher Effectiveness Business Analyst*

Ayasdi, *Product Designer*

Bain & Company, *Consultant*

Barna Business School, *Research Associate*

Beacon Academy, *Teacher/Director of Co-Curricular Planning*

Boston Consulting Group, *Consultant*

Boys and Girls Clubs of the Peninsula, *Manager of Program Evaluation and Assessment*

Bridgespan Group, *Consultant*

Cana Elite, *University Applications Consultant*

Cardinal Education, *Educational Metrics Consultant*

Center for Childhood Creativity, *Director of Research and Curriculum Development*

Citizen Potawatomi Nation Office of Self Governance, *Grants and Contracts Coordinator*

College Coach, *Senior Manager*

Cornerstone Academy Preparatory School, *Academic Director*

Deloitte, *Consultant*

EC English, *Academic Director*

EdSurge.com, *Head of Operations*

Education Pioneers, *Strategy and Development Fellow*

Facebook, *Financial Analyst*

General Assembly, *Instructional Designer*

Google, *Instructional Designer*

High Mountain Institute, *Spanish Teacher*

IMS Consulting, *Consultant*

IREX, *Senior Program Officer*

Kiwi Crate, *Designer*

Leadership Public Schools, *Resource Specialist*

McKinsey & Company, *Associate*

The Menlo School, *Teacher*

Mexicanos Primero, *Research Associate*

Ministry of Education (Singapore), *Vice Principal*

The National Academies, *Program Manager*

New York City Department of Education, *Implementation Manager*

Royal Academy Project, *Research Officer*

Silicon Valley Education Foundation, *Director of STEM Leadership Academy*

Stanford Center for Opportunity Policy in Education, *Research Analyst*

Stanford Designing Your Life Lab, *D.Life Fellow*

Stanford Graduate School of Business, *Assistant Director of Programs*

Stanford John Gardner Center, *Project Facilitator*

Stanford School of Medicine, *Research Assistant*

Stanford University, *Residence Dean*

STRIVE Preparatory Schools, *Teacher*

Stuart Foundation, *Program Officer*

Success Academies, *Leadership Fellow*

Summit Public Schools, *Director of Growth and Innovation*

Teach for America, *Manager of Teacher Leadership Development*

Town School, *Teacher and Design Thinking Leader*

Udacity, *Assistant Instructor*

Understanding Language Project, *Research Assistant*

The United Nations, *Food and Agriculture Organization Consultant*

United States Department of Education, *Program Officer*

United States Federal Court System, *Law Clerk*

VITAL environments, *Designer*

The World Bank, *Research Analyst*

Xavier High School, *Teacher*

Internship Organizations

During the 2012-2013 academic year, 58% of MA graduates (non-STEP) completed at least one internship. 25% of MA graduates completed two or more internships.

Comprehensive list of internship organizations

Accretive, LLC	MIT Media Lab
Asian Pacific American Leadership Institute (APALI)	Native American Cultural Center
Berkeley School of Public Health	NewSchools
Bloomboard	Pacific Collegiate School
Castilleja School	Public Advocates, Inc.
Center for Financial Capability	Quality Evaluation Designs
ChangeLabs	Rocketship Education
Class Dojo	Room to Read
College Access Foundation of California	Roominate
Connect Community School	San Francisco Unified School District
Coursera	Shmoop
De Anza Community College	Skoll Foundation
Designer Fund	SparkTruck (d.school)
DIY.org	Stanford Bridge Peer Counseling Center
Duckhorn Wine Company	Stanford Center for Opportunity Policy in Education (SCOPE)
EdSurge.com	Stanford Center on Philanthropy and Civil Society
Fig app	Stanford Center to Support Excellence in Teaching (CSET)
FLEX College Prep	Stanford Diversity and First Gen Office
Google	Stanford Graduate School of Education
Green Dot Public Schools	Stanford GSE Office of Innovation and Technology
Harlem Village Academies	Stanford Mobile Learning Project
Hasso Plattner Institute of Design	Stanford Office of the President
Hatcher Research Insights LLC	Stanford Office of the Vice Provost for Graduate Education
Hewlett Packard	Stanford Outdoor Education
Inter-Agency Network for Education in Emergencies	Stanford Project on Adaptation and Resilience in Kids
Jump Associates	Stanford Public Knowledge Project
Kepler, Generation Rwanda	Stanford Student Activities and Leadership
Kidaptive	Stanford Transforming Learning Technologies Lab
KIPP	Summit Public Schools
Kiwi Crate	Synapse School
Knight Foundation	Taste
KQED Education Department	The Third Teacher+
Legacy Venture	Understanding Language
Lighthouse Community Charter School	Wello
Los Angeles USD Education Pioneers	Yelp
MacArthur Foundation	

PhD Graduates

100% of 28 PhD graduates responded to this survey. Within three months of graduation, 93% of those that responded had accepted a position.

- **96%** had accepted a position in the field of education

- **88%** had accepted a position in their desired geographic location

- **76%** had accepted an academic or postdoctoral position

- Median full-time salary was $75,000 (range: $39,000 – $109,000)

PhD Employment Position Breakdown
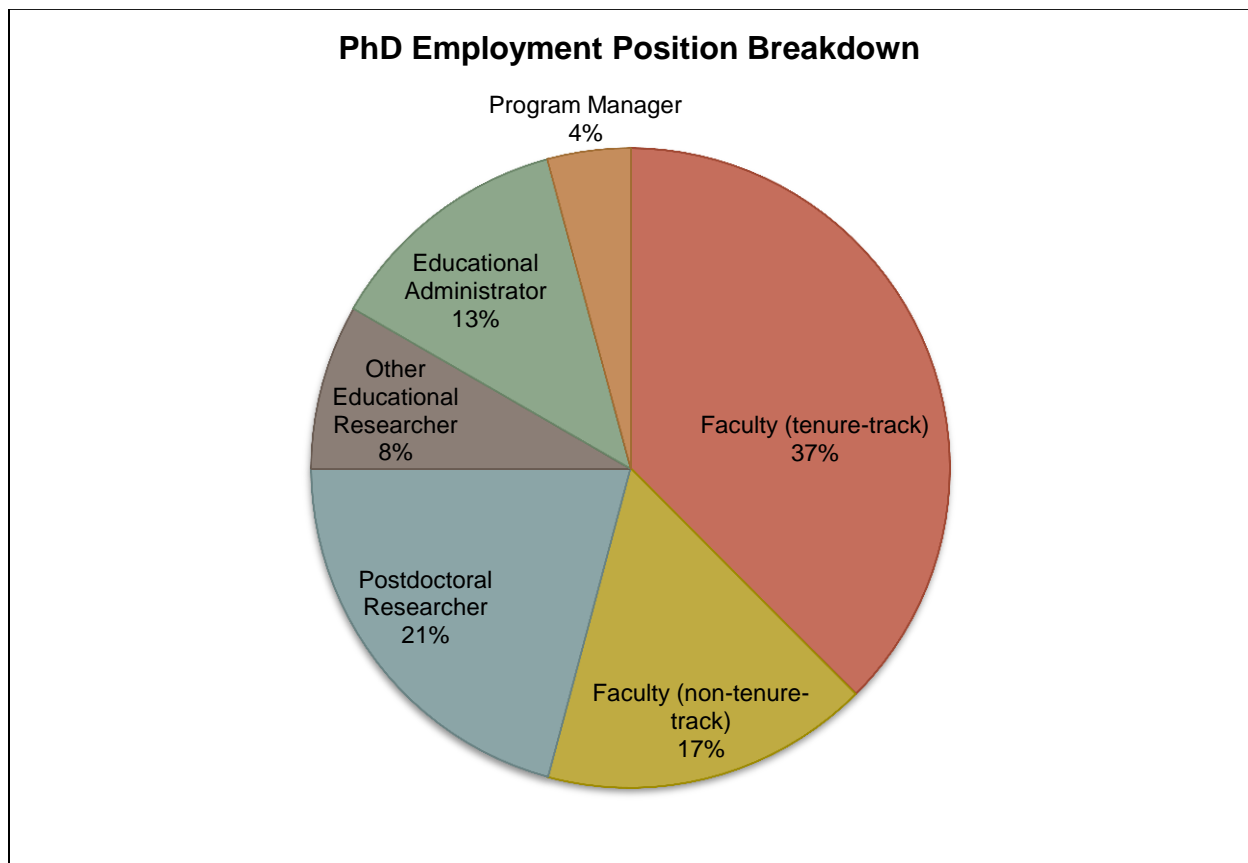
PhD Hiring Organizations and Job Titles

Airbnb	*Data Scientist*
Brown University	*Director and Lecturer*
California State University Fresno	*Assistant Professor*
Columbia Teachers College	*Assistant Professor*
East Carolina University	*Assistant Professor*
Fundación Chile	*Researcher*
Indiana University	*Consultant*
Lawrence Hall of Science	*Science Assessment Specialist*
Peabody College, Vanderbilt University	*Assistant Professor*
Robert Wood Johnson Foundation	*Health and Society Scholar*
Stanford Graduate School of Education	*Director of the Stanford History Education Group*
Stanford Graduate School of Education	*Lecturer*
Stanford Graduate School of Education	*Postdoctoral Scholar*
Stanford University Political Science Department	*Postdoctoral Scholar*
Teach Plus	*Curriculum Development Manager*
Texas Christian University	*Assistant Professor*
University of Maryland - College Park	*Postdoctoral Fellow*
University of Maryland - College Park	*Assistant Professor*
University of Michigan	*Lecturer*
University of the Pacific	*Assistant Professor*
University of Virginia	*Assistant Professor*

Geographic Distribution

96% of all employed GSE graduates accepted a position in their desired geographic location across the United States and around the globe.

International

Thimphu, Bhutan

Sao Paulo, Brazil

Santiago, Chile

Santo Domingo, Dominican Republic

Georgetown, Grand Cayman

Hong Kong

Rome, Italy

Higashi-Kurume, Japan

Beirut, Lebanon

Mexico City, Mexico

Sapuk, Chuuk, Micronesia

Singapore

Dubai, United Arab Emirates

London, United Kingdom

U.S. Midwest

Ann Arbor, MI

Milwaukee, MN

St. Louis, MO

U.S. Northeast

Boston, MA

College Park, MD

Jersey City, NJ

New York, NY

Providence, RI

Charlottesville, VA

McLean, VA

Washington, DC

U.S. South

Shawnee, OK

Nashville, OK

Memphis, TN

U.S. West

Atherton, CA

Berkeley, CA

Brentwood, CA

Burlingame, CA

Cupertino, CA

Davenport, CA

El Cerrito, CA

El Segundo, CA

Fresno, CA

Hayward, CA

Hillsborough, CA

Los Altos, CA

Los Angeles, CA

Menlo Park, CA

Millbrae, CA

Mountain View, CA

Oakland, CA

Palo Alto, CA

Redwood City, CA

Richmond, CA

San Diego, CA

San Francisco, CA

San Jose, CA

San Mateo, CA

Santa Clara, CA

Sausalito, CA

Stanford, CA

Stockton, CA

Sunnyvale, CA

Woodside, CA

Denver, CO

Leadville, CO

Honolulu, HI

U.S. Territory

Virgin Islands

Methodology

Stanford EdCareers designed and internally tested a placement survey consisting of items addressing program affiliation, internship participation, employment status, and employment characteristics. The survey was administered to Class of 2013 graduates electronically, via Qualtrics. Graduates received the survey at graduation. Those that indicated that they were "still seeking" a position at graduation received a follow-up survey three months post-graduation. The survey was closed in November 2013, at which point the response rate for all three programs (STEP, non-STEP MA, and PhD) was well above 90%.

Response rate was calculated both within each program and in aggregate. In all calculations of response rate, the rate exceeds 90% indicating sufficient participation in the survey to provide comprehensive data. Employment statistics were calculated based on all valid responses that indicated either having accepted a position or still seeking a position in the job market. The report also presents information from the small subset of respondents – 6.0% – that indicated they did not seek employment; these respondents continued their education, started a business, or chose alternative paths for personal reasons.

PhD graduates can receive their degree during any of the four quarters: PhD graduates included in this report earned degrees during September 2012-August 2013. Because of the unique nature of the STEP program, STEP graduates were asked to complete a modified version of the survey.

*Front cover photo credit, Chris Wesselman
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