GRADUATE SCHOOL OF

Stanford | EDUCATION

Class of 2012 Annual Report
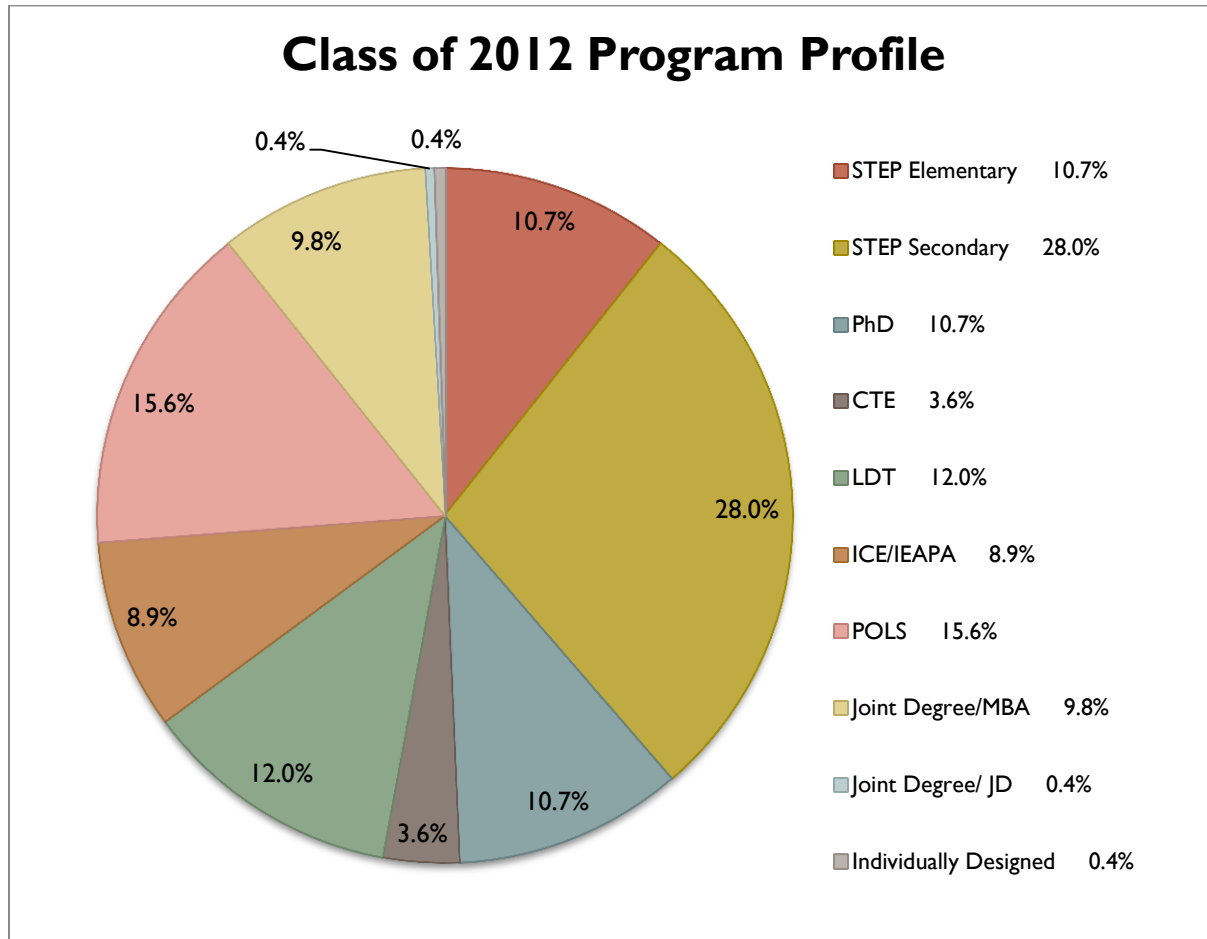
LELAND STANFORD JUNIOR UNIVERSITY
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Class of 2012 Profile

The Class of 2012 included 225 Masters and PhD graduates pursuing various degrees and subspecialties in the field of education. The graph below depicts the breakdown of the Class of 2012 by academic program.

Class of 2012 Program Profile

0.4% 0.4%
10.7%
9.8%
15.6%
8.9%
12.0%
3.6%
10.7%
28.0%

■ STEP Elementary	10.7%
■ STEP Secondary	28.0%
■ PhD	10.7%
■ CTE	3.6%
■ LDT	12.0%
■ ICE/IEAPA	8.9%
■ POLS	15.6%
■ Joint Degree/MBA	9.8%
■ Joint Degree/ JD	0.4%
■ Individually Designed	0.4%

The Stanford Graduate School of Education Program abbreviations:

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

Leadership Impacting Education

Our programs prepare graduate students to take leadership roles in education, both as professors and researchers, and as teachers, principals, superintendents, policy makers, entrepreneurs, and executives in the private, public and nonprofit education sectors.

From the total class, 96.0% – 216 graduates – completed the Stanford EdCareers placement survey. The data in this report is based on the information provided by these respondents.

Within six months of graduation, 91.6% of graduates were employed; 89.1% of graduates were employed within 4 months of graduating. Class of 2012 graduates who reported being employed or starting new ventures primarily pursued opportunities related to the field of education as demonstrated in the data presented below:

- 93.5% of those employed are working in an education-related job function

- 91.9% of those employed are working at an education-related organization

- 35.7% of those not seeking a job started a new organization

- In addition to teaching and school administration, STEP graduates also move their schools' missions forward in the following ways:

  o Conduct community outreach on behalf of school
  o Develop curriculum
  o Fundraise for school
  o Participate in school reform or improvement committee
  o Plan or conduct professional development
  o Serve on school-wide/district-wide committee or task force
  o Sponsor student group, club, or organization
  o Start or lead a new school or program

Entrepreneur in Spotlight

Tom Hayes, a Joint MA/MBA graduate, founded Haystack EDU, a company that serves as an online platform allowing teachers and schools nationwide to identify teaching opportunities that match the teacher's unique professional skills. When asked about the company's mission, Hayes noted:

>*"I was inspired to start Haystack EDU because I believe teachers are undervalued in society. They perform an incredibly difficult job that makes a remarkable impact on everything from the economy to social goals, but teachers are typically viewed as second-class professionals. This has led to incredibly high year-to-year turnover within the profession. Haystack aims to represent, recognize, and connect teachers so they can find opportunities that will maximize their impact and career satisfaction.   Our initial focus has been to help match teachers with schools. We are the first place for teachers to go to understand all of their options as we have profiles on all 130,000 schools across the country."* For more information, visit http://www.haystackedu.com/.

Entrepreneur in Spotlight

After completing an MA in Learning Design and Technology (LDT), Joy Daniels, Heidi Williamson, and Alexis Hiniker founded Go Go Games, a company that develops tablet games for children with autism. When asked about the company's mission, the co-founders noted:
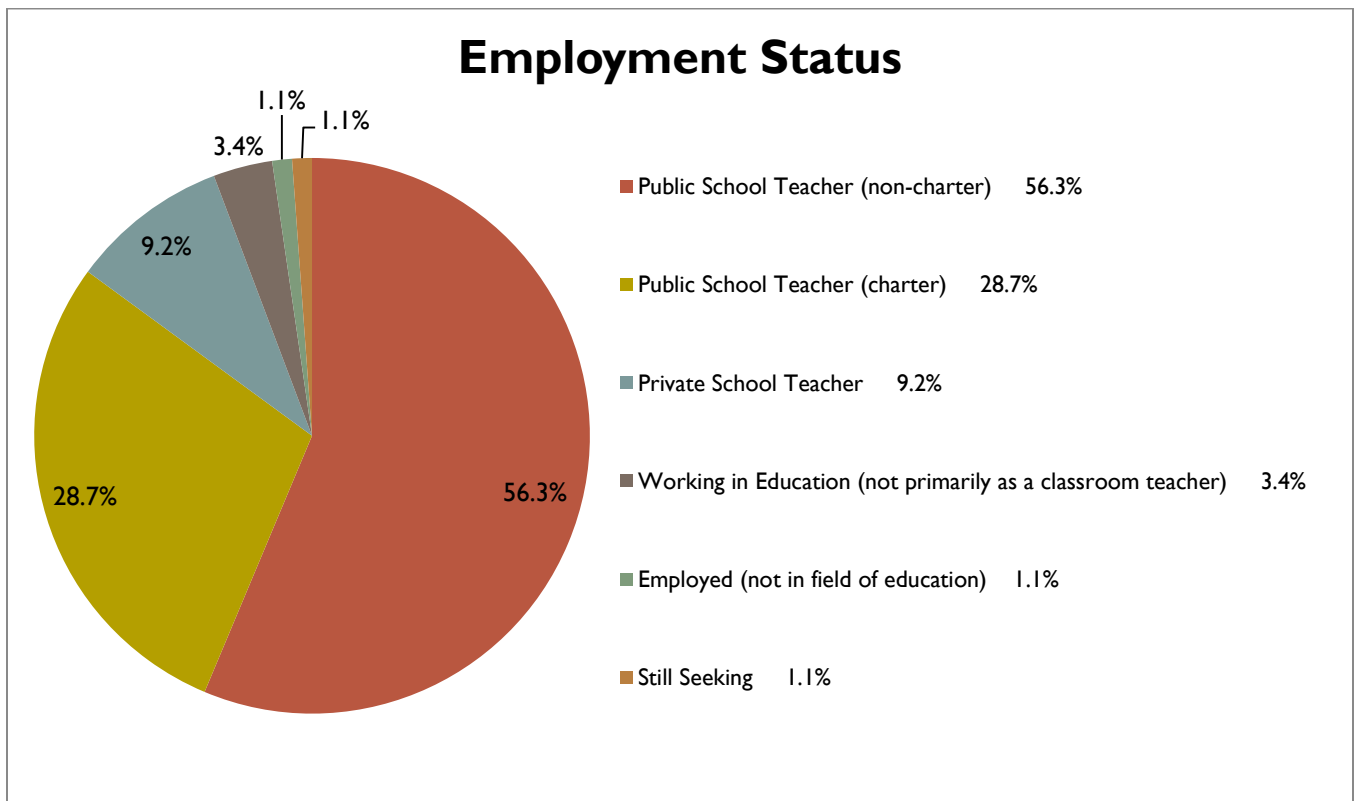
>*"Go Go Games Studios emerged from the success of our masters thesis, Go Go Games, a suite of casual games on the iPad for children with autism, which we launched on iTunes shortly after graduating from the Learning, Design & Technology Program. Autism spectrum disorders are the fastest growing disability in the country, now affecting 1 in 50 children in the United States. Our first app demonstrated that video games can be a really fun and engaging way to teach kids on the autism spectrum, critical skills that improve long-term learning outcomes. As a video game studio and research lab, our goal is to translate behavioral therapies into research-based games that work like therapy, but feel like play. We offer the benefits of traditional therapy at a fraction of the prohibitively expensive costs, and offer access to children who might otherwise spend years on waiting lists."* For more information, visit http://www.go-go-games.com/.

STEP Graduates

STEP, a nationally-renowned 12-month program, prepares future teachers at the elementary and secondary levels. An intensive, full-time program, 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-Science, Science, and World Languages.

100% of 87 STEP graduates responded to the survey.

- 98.9% are employed

- 97.7% are employed in the field of education

- 95.3% are employed in their desired geographic location

- 94.3% are employed as a Prek-12 classroom teacher

- 56.3% teach at a public, non-charter school

Employment Status

- Public School Teacher (non-charter)   56.3%
- Public School Teacher (charter)   28.7%
- Private School Teacher   9.2%
- Working in Education (not primarily as a classroom teacher)   3.4%
- Employed (not in field of education)   1.1%
- Still Seeking   1.1%

STEP Hiring Organizations

A.P. Giannini Middle School, *San Francisco USD*[*]

Abraham Lincoln High School, *San Jose USD*

ACE Charter Middle School, *Charter School*

American Indian Magnet School, *St. Paul Public Schools*

Archbishop Mitty High School, *Diocese of San Jose*

ASCEND, *Education for Change Public Schools*

Aspire East Palo Alto Phoenix Academy, *Aspire Public Schools*

Aspire Millsmont Academy, *Aspire Public Schools*

Augustus Hawkins High School, *Los Angeles USD*

Bachrodt Elementary, *San Jose USD*

Beechwood School, *Private School*

Berkeley High school, *Berkeley USD*

Bronx Compass High School, *New York City District 8*

Burton High School, *San Francisco USD*

Ceiba College Preparatory, *Ceiba Public Schools*

College Park Elementary, *San Mateo-Foster City SD*[†]

Community Charter School of Cambridge, *Charter School*

Country Day School, *Costa Rica*

Crestwood High School, *Crestwood SD*

Del Mar High School, *Campbell Union HSD*[‡]

Everest Public High School, *Summit Public Schools*

Garfield School, *Redwood City SD*

Gateway High School, *San Francisco USD*

Germantown Friends School, *Private School*

Gilroy High School, *Gilroy USD*

Graham Middle School, *Mountain View-Whisman SD*

Herbert Hoover Elementary, *Palo Alto USD*

Hillsdale High School, *San Mateo UHSD*

Horace Mann Elementary School, *DC Public Schools*

J. Serra Catholic High School, *Private School*

Leigh High School, *Campbell Union HSD*

Leonard Herman Intermediate School, *Oak Grove SD*

Life Academy, *Oakland USD*

Littlerock High School, *Antelope Valley UHSD*

Livermore Valley Charter Preparatory, *Charter School*

Making Waves Middle School, *Making Waves Academy*

Manzanita SEED Elementary, *Oakland USD*

Millennium Brooklyn High School, *New York City District 15*

Mountain View High School, *Mountain View-Los Altos UHSD*

Oak Avenue School, *Charter School*

Oak Hills High School, *Oak Hills Local SD*

Oakland International High School, *Oakland USD*

Palo Alto High School, *Palo Alto USD*

Realm Charter, *Berkeley USD*

Rolling Hills Middle School, *Campbell USD*

Ronald McNair Academy, *Ravenswood City SD*

Santa Teresa High School, *East Side Union HSD*

Saratoga High School, *Los Gatos-Saratoga Joint Union HSD*

Sequoia High School, *Sequoia Union HSD*

Silver Creek High School, *East Side Union HSD*

South Valley Academy, *Charter*

St. Francis High School, *Private School*

Stevenson PACT Elementary, *Mountain View-Whisman SD*

STRIVE Preparatory Schools, *Charter School*

Summit Prep Charter High School, *Summit Public Schools*

W.C. Overfelt High School, *East Side Union HSD*

West Shores High School, *Coachella Valley USD*

World Academy, *Education For Change Public Schools*

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[*] USD is an abbreviation for Unified School District.
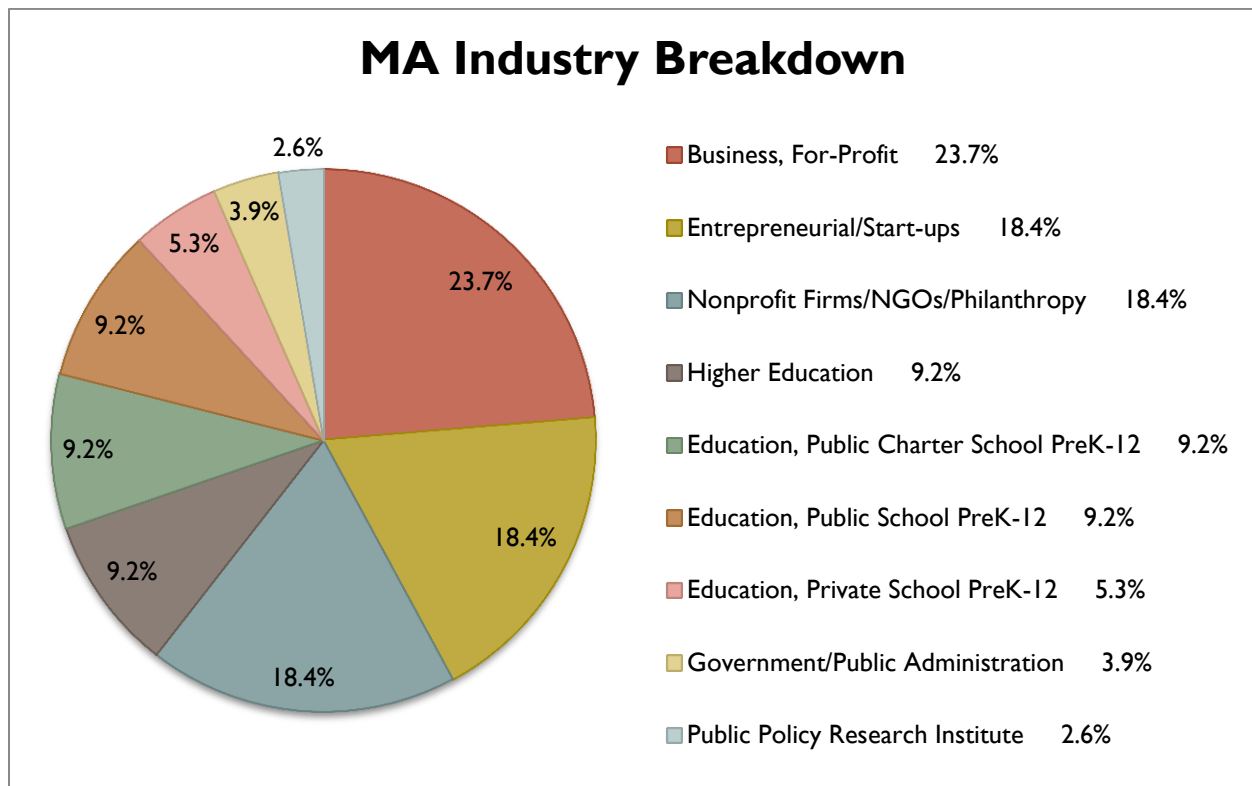[†] SD is an abbreviation for School District.
[‡] HSD is an abbreviation for High School District.

MA Graduates (non-STEP)

93% of 114 MA graduates responded to this survey. Within six months of graduation, of those who responded and were seeking a position, 83.7% were employed.

- 93.4% of employed graduates accepted a position in their desired geographic location

- 88.2% of those who accepted a position were employed full-time

- 88.0% of graduates had at least one job offer; 45.7% of graduates had 2 or more offers

- 85.7% of those who accepted a position were employed in a job function related to education

- 81.8% accepted a position at an education-related organization

- 46.7% of those still seeking received at least one offer

- 42.9% of those who were not seeking employment were continuing their education

- Average overall salary was $75,750; median salary was $70,000

- Average U.S. salary was $82,434

MA Industry Breakdown

- Business, For-Profit   23.7%
- Entrepreneurial/Start-ups   18.4%
- Nonprofit Firms/NGOs/Philanthropy   18.4%
- Higher Education   9.2%
- Education, Public Charter School PreK-12   9.2%
- Education, Public School PreK-12   9.2%
- Education, Private School PreK-12   5.3%
- Government/Public Administration   3.9%
- Public Policy Research Institute   2.6%

MA Hiring Organizations and Job Titles

Achievement Network, *Manager of Comm. & Ext. Relations*	Harlem Village Academies, *Director of Operations*
Achievement School Dist., *Director School Operations*	Isaacson, Miller, *Associate*
Adler Planetarium, *Senior Educator STEM School Partnerships*	Knewton, *Director of Business Development*
African Leadership Foundation, *Strategic Relations Manager*	Korea Research Inst. For Voc. Ed. & Trainng, *Researcher*
Alternatives in Action, *Director of Community Programs*	Lick-Wilmerding High School, *Math Teacher*
Altius Education, *Senior Product Manager*	MCKinsey & Co., *Sr. Associate*
American Institutes for Research, *Researcher*	MegaEnglish, Inc., *Director of Education*
Aspire Public Schools, *Product Manager*	Ministry of Education - Singapore, *School Staff Developer*
Bain & Co., *Consultant*	Motion Math Games, *Game Developer*
Beijing Quakers Education Consulting, *Senior Tutor*	Mozilla Foundation, *Design & Community Mgmt.*
Boston Public Schools, *Literacy Director*	National Equity Project, *Research Analyst*
CA State Polytechnic University Pomona, *Proctor*	New Sector Alliance, *Editor-in-Chief: MyAspire*
Canisius High School, *Assistant Principal*	NewSchools Venture Fund, *Senior Analyst*
Carroll College, *Associate Director of Admission*	Nippon Foundation, *Program Officer*
Circuit Court of Appeals (7th), *Law Clerk*	NYC Dept. of Education, *Teacher*
Cisco India, *Product Manager*	Oakland Unified School District, *Senior Strategic Fellow*
City Arts and Technology High School, *Math Teacher*	O'Reilly Media, *Program Developer and Liaison*
College Coach, *Senior Manager of Educational Consulting*	Pac-12 Enterprises, *Manager of University Relations*
Crest Secondary School, *Head of Math and Science Dept.*	Parthenon Group, *Principal Consultant*
Curious.com, *Content Curator*	PRIMECAP, *Analyst*
Daimler, *Career Trainee*	Public Ed. & Business Coalition, *Associate Director of Operations*
Decision Education Foundation, *Executive Director*	Research Alliance for NYC Schools, *Research Analyst*
East Bay School for Boys, *Teacher*	Ribbit Capital, *Partner*
eBay, *Product Marketing Manager*	Rogers Family Foundation, *Director of Grants & Evaluation*
EdJigsaw, *CEO and Co-Founder*	Sesame Workshop, *Joan Gantz Cooney Center Fellow*
Education Elements, *Technology Manager*	Summit Prep High School, *Teacher*
Endless Mobile, *Acting COO*	UNESCO Bangkok, *Research Assistant*
Evernote, *iOS Engineer*	United States Coast Guard, *Budget Analyst*
FUSION After School Program	University of the Pacific, *Community Involvement Program Coordinator*
Go Go Games, *Co-Founder*	University of Washington, *Research Assistant*
Goalbook, Enome Inc., *Developer*	Zero1 Fellowship, Adobe *Artist/UX Researcher & Designer Fellow*

Internship Organizations

During the 2011-12 academic year, 58.5% of MA graduates completed at least one internship; 30.2% of MA graduates completed two or more internships. 25.8% of those who participated in an internship reported that the internship directly or indirectly lead to their job placement.
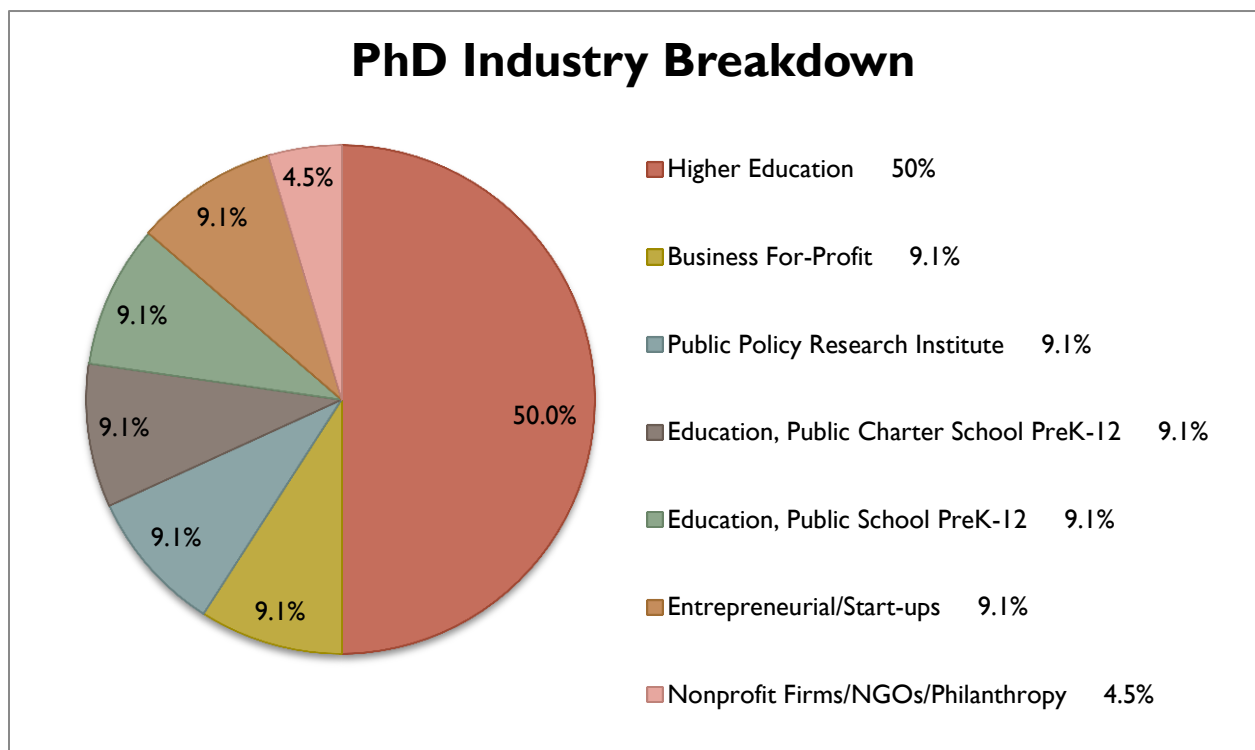
Internship Organizations

Adobe Inc.
African Leadership Academy
Alternatives in Action
American Institute for Research
Aspire Public Schools
Baytex
Bechtel International Center
Bing Nursery
Boys and Girls Club
Carnegie Foundation
Castilleja
Citizen Schools
Common Sense Media
CTB
Drop The Chalk
eBay
Edmodo
Education Elements
Education Pioneers
Education.com
ELL Leadership Network
Endless Mobile
Equal Opportunity Schools
Folio Thinking
Grockit
Hewlett Foundation
Hillsdale High School
Hirsch and Associates
HP-Palm, Inc
IDEO
Imagineerz Learning
Inspiring Multicultural Understanding
Intel
iWebgate
Junyo
Kaiser Family Foundation
Knewton
KQED Public Radio
Launchpad Toys
Mission Graduates
Montclaire Elementary School
Motion Math Games

NewSchools Venture Fund
O'Reilly Media
Parthenon Group
Positive Coaching Alliance
Questbridge
REDlab
Redwood City 2020
Root-1
San Francisco Dept. of Children, Youth, and Families
San Francisco Education Fund
San Francisco Unified School District
Silicon Valley Education Foundation
Smarty Ants, Inc.
Stanford AAA Lab
Stanford Academic Computing Services
Stanford Center for Opportunity Policy in Education
Stanford EdCareers
Stanford English for Foreign Students Department
Stanford H-Star Institute
Stanford John Gardner Center
Stanford Li Ka Shing Medical Center
Stanford Program on Human Rights
Stanford Transformative Learning Technologies Lab
Stanford Ofc. First Generation/Diversity Programming
Stanford Ofc. Student Activities and Leadership
Stanford Transformative Learning Technologies Lab
Stanford University School of Education
Stanford Web Services
StartX
StudentsFirst
Summit Public Schools
Tennessee Department of Education
The Active Generation
The Bill and Melinda Gates Foundation
ThinkTank Learning
Topobo
Understanding Language
V-Day
Vidizy Video Generator Start-up
We Teach Science
World Bank
Youtube EDU
ZoopReel
779Media

PhD Graduates

95.8% of 24 PhD graduates responded to this survey. Within six months of graduation, 95.6% of those that responded accepted a position.

- 100% of employed graduates accepted a position with an education related job function

- 85.7% of employed graduates accepted a position in their desired geographic location

- 72.7% of employed graduates accepted a full-time position

- 50.0% of employed graduates accepted a faculty and/or research position within higher education

- 13.6% accepted post-doctoral fellowships

- Median salary was $83,000

PhD Industry Breakdown

- Higher Education 50%
- Business For-Profit 9.1%
- Public Policy Research Institute 9.1%
- Education, Public Charter School PreK-12 9.1%
- Education, Public School PreK-12 9.1%
- Entrepreneurial/Start-ups 9.1%
- Nonprofit Firms/NGOs/Philanthropy 4.5%

PhD Hiring Organizations and Job Titles

DePaul University, *Postdoctoral Scholar*

East Palo Alto Academy, *Teacher*

GlobalEnglish*, Assoc. Product Owner/Progress & Measurement*

Keio University, Japan, *Project Senior Asst. Professor*

Kidaptive, Inc., *Co-founder and Chief Learning Officer*

Kidaptive*, Inc., Director of Curriculum and Research*

McGill University, *Post Doctoral Fellow*

Michigan State University, *Post Doctoral Fellow*

Mills College, *Lecturer*

Oakland Unified School District, *Teacher*

Oregon State University, *Asst. Professor*

Public Policy Institute of California, *Policy Fellow*

San Francisco USD, *Education Consultant*

SK Partners, LLC, *Education Scientist*

Southeastern Louisiana University, *Asst. Professor of English*

SRI International, *Research Analyst*

SUNY New Paltz, *Asst. Professor*

The Tech Museum of Innovation, *Design Researcher*

The University of Alberta, *Director of Assessment*

University of California Berkeley, *Lecturer*

University of California Santa Cruz, *Lecturer*

University of Colorado Boulder, *Asst. Professor of Education*

University of Washington, *Asst. Professor of Public Policy*

Geographic Distribution of Employment

93.4% of all employed GSE graduates accepted a position in their desired geographic location across the United States and around the globe.

Distribution of Employers

International:
Edmonton, AB, Canada
Montreal, QC, Canada
Beijing, China
Bogota, Colombia
Bengaluru, India
Tokyo, Japan
Singapore
Seoul, South Korea
Zurich, Switzerland
Bangkok, Thailand
Lusaka, Zambia

U.S. Midwest:
Chicago, IL
East Lansing, MI
Helena, MT

U.S. Northeast:
Boston, MA
Buffalo, NY
New Paltz, NY
New York, NY

U.S. South:
Hammond, LA
Memphis, TN

U.S. West:
Alameda, CA
Berkeley, CA
Brisbane, CA
Cupertino, CA
Los Angeles, CA
Menlo Park, CA
Oakland, CA
Palo Alto, CA
Pasadena, CA
Pomona, CA
Redwood City, CA
San Carlos, CA
San Francisco, CA
San Jose, CA
San Mateo, CA
Stanford, CA
Stockton, CA
Boulder, CO
Denver, CO
Corvallis, OR
Seattle, WA

Methodology

Stanford EdCareers designed and internally tested a placement survey consisting of 42 questions addressing program affiliation, internship participation, employment status, and employment characteristics. The survey was disseminated to Class of 2012 graduates electronically beginning three months after graduation. Because of the unique nature of the STEP program, Stanford EdCareers STEP graduates were asked to complete a modified version of the survey. To ensure validity of responses, the survey required respondents to answer key questions including program affiliation and employment status. All responses were treated as confidential.

Data presented in this report references valid responses for the respective field. Response rate was calculated both within each cohort and aggregately. In all calculations of response rate, the rate exceeds 90% indicating sufficient participation in the survey to support meaningful and accurate calculations. Employment statistics were calculated based on all valid responses that indicate 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.

*Front cover photo credit, Chris Wesselman