



CLASS OF 2017 ANNUAL REPORT

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Introductory Letter

Dear Education Community,

We are pleased to share our Class of 2017 Annual Report with you. We first released this report with the Class of 2011, and the invaluable information we have since gathered has served many purposes and populations.

With several years of data captured, current students use this information to find organizations that offer internships, and to broaden their thinking about different education industries and specific roles. This allows them to explore the landscape of education and make more informed choices regarding organizations and positions they hope to pursue upon graduation.

Alumni and employers have shared that they enjoy reading this report because it helps them understand how the field and its industries are changing, through the different organizations and roles listed as well as the choices our graduates are making in pursuing certain industries.

More recently, the data we collect in this report have been used in the recruitment of and outreach to prospective GSE students. By referencing employment industries and placement percentages from this report, prospective students benefit from a clear picture of the diverse career trajectories and possibilities available to them as graduates of Stanford GSE.

This report would not be possible without our critical EdCareers partners. Our research assistants, Nadine Skinner and Gabriela Gavrila, contributed countless hours to designing the survey, collecting and analyzing data, conducting interviews and drafting the report itself. The alumni featured in this report provided additional insights into their own career paths beyond the data. We would also like to thank our partners: Krysten Crawford for editing this report, and our collaborations with GSE IT and the communication office, which resulted in the powerful infographics and press release that complement this report.

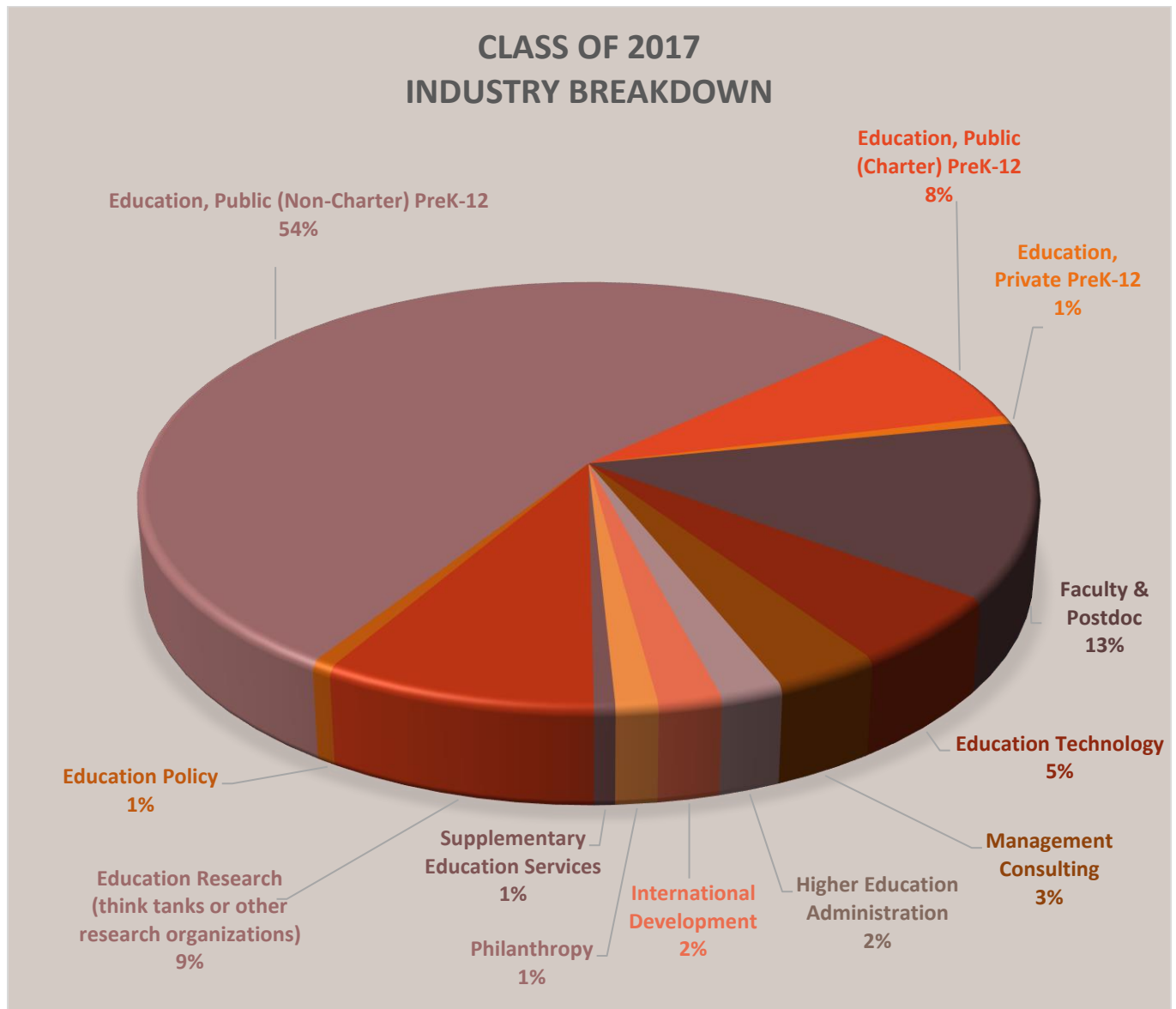
We are very impressed with the breadth of career paths our 2017 graduates pursued, both in industries and geographic areas. We invite you to read the entire report, and if you ever find yourself looking for talent in the education space for early career and/or more experienced positions, you may always share your opportunities with our students and alumni at edcareers.stanford.edu.

Sincerely,

Nereyda Salinas, Executive Director
Jennifer Mason, Associate Director

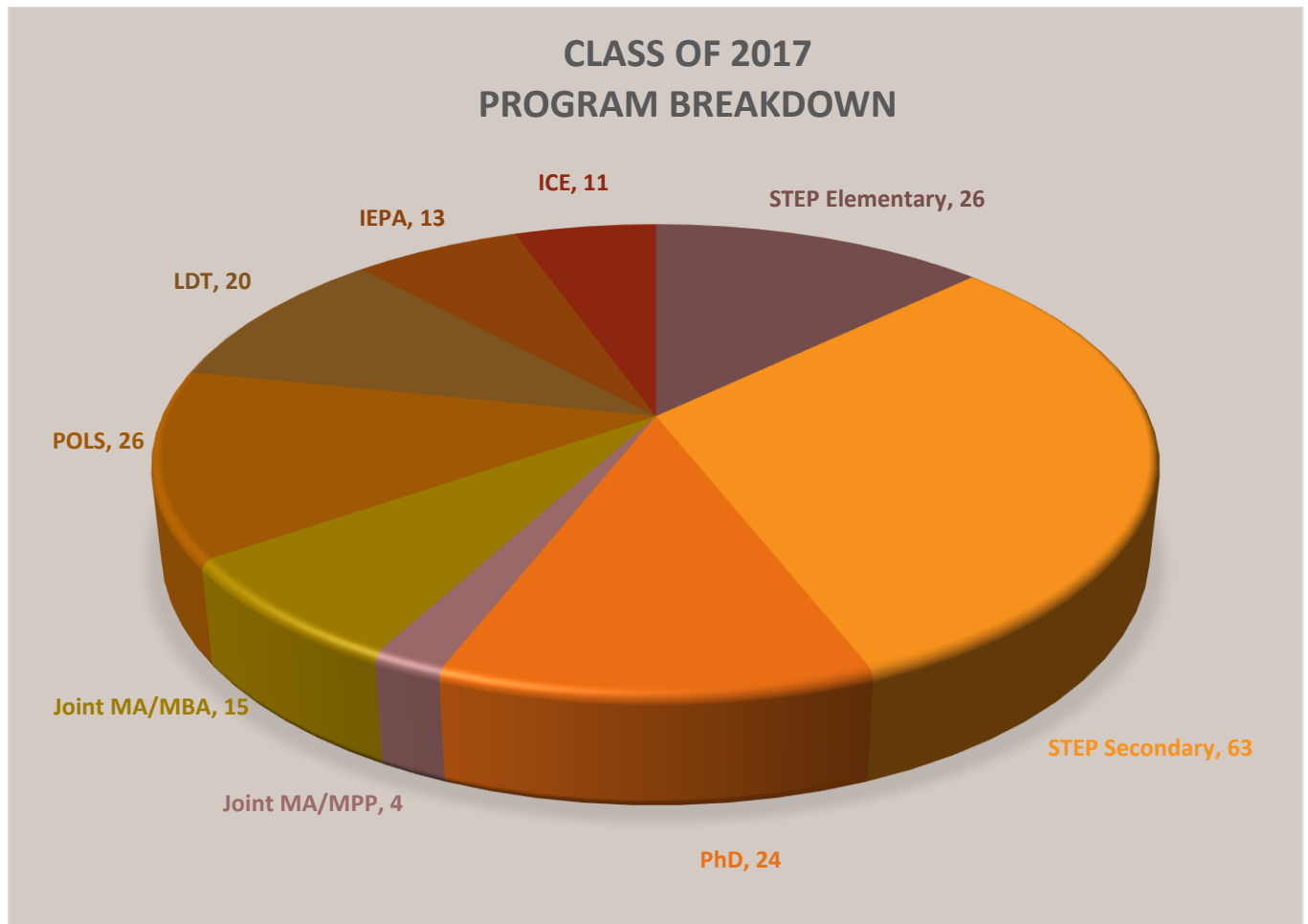
Class of 2017 Profile

The Class of 2017 included **202 Master's and PhD graduates**. We know the employment status of **97 percent** of them. They pursued a variety of degrees, which led to new career opportunities at **136 organizations** around the world, representing over 10 sub-sectors within education (see breakdown below):



Class of 2017 Profile

The graph below depicts the program breakdown for the Class of 2017, including all 202 Master's and Doctoral students:



Stanford Graduate School of Education MA & PhD Class of 2017 academic programs:

Stanford Teacher Education Program (STEP)
International Comparative Education (ICE)
International Education Policy Analysis (IEPA)
Learning, Design and Technology (LDT)
Policy, Organization and Leadership Studies (POLS)
Joint Degree: MA in Education and Master of Business Administration (MA/MBA)
Joint Degree: MA in Education and Master of Public Policy (MA/MPP)
PhD in Education

Beyond Numbers

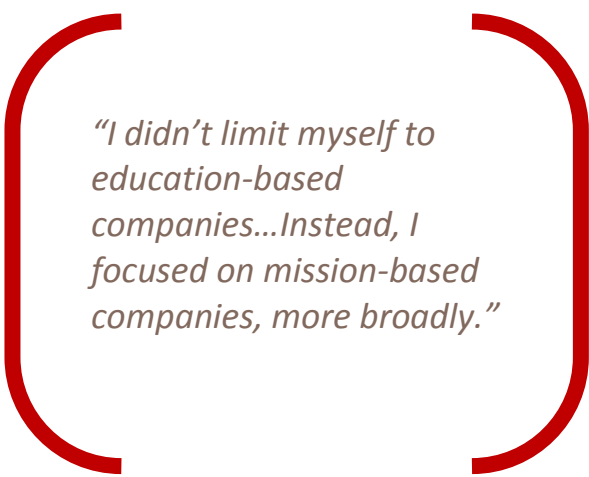
The Class of 2017 report shows that the majority of GSE graduates accepted offers **within four months of graduation** (*see next sections for placement rates by program*) from institutions throughout the country and around the world. The following testimonials provide additional insights into successful career planning strategies and possible trajectories after GSE.

Valuing the Academic and the Practical

Some graduates knew clearly what job they were looking for, while others had a general idea and were able to narrow their search based on desired location and other personal preferences. **Rafael Pérez-Segura**, a STEP Elementary graduate who works as a **teacher (kindergarten, Spanish dual language)** at the Heketi Community Charter School in New York City, N.Y., shared his approach. He searched for “a progressive school that also had a critical pedagogy component to its curriculum” and a place where “it was clear that teachers and administration valued both the intellectual and practical aspects of teaching.”

Thinking Broadly About Impact

While 77 percent of the Class of 2017 respondents were working in the field of education post-graduation, others were able to leverage their skills and knowledge elsewhere. Even those who ended up working in other fields often reported maintaining an education focus. For example, **Sonia Doshi** is an LDT MA graduate who works as a **learning science and design analyst** for Los Angeles-based startup Imbellus. While keeping in mind her “background and interest in creating user-centered experiences,” she conducted a broad job search. “I didn’t limit myself to education-based companies, given the industries prevalent in my desired location,” she said. “Instead, I focused on mission-based companies.” During the recruiting process, Imbellus created a role for Sonia that allowed her to work in both learning science and design, which was a perfect blend given her prior work experience.



“I didn’t limit myself to education-based companies...Instead, I focused on mission-based companies, more broadly.”

Crafting Relationships and Ideas

Many 2017 graduates engaged in internships, practicums or other professional experiences while earning their academic degree (*see MA section for sample internships and organizations*). Informational interviews were also invaluable for connecting to the industry and for gaining a better understanding of job opportunities. **Nicole Hensel**, a joint MA/MPP graduate who works as a **senior program manager of strategic literacy initiatives** for Denver Public Schools, credits informational interviews with helping her craft a career plan that led to a summer fellowship and eventual job offer. When reflecting on pivotal moments during her education, Nicole spoke of the importance of building relationships within and outside the GSE community.

Strategic Career Moves

"I was constantly thinking of questions that could only be answered by people who have been through the process, and each person I talked to was more than generous with their time."

Many Class of 2017 graduates received multiple job offers, which presented them with opportunities to make strategic career decisions. **Christopher Doss**, a PhD graduate who works as **Associate Policy Researcher** for RAND Corporation in Washington D.C., also recognized the importance of maintaining a varied network including faculty, peers and alumni. He, too, relied heavily on informational interviews: "I was constantly thinking of questions that could only be answered by people who have been through the process, and each person I talked to was more than generous with their time." When deciding between competing job offers, Chris focused on advancement prospects (medium and long-term), and Sonia Doshi of Imbellus considered "the type of work, culture fit, location, potential for growth, salary and benefits, in that order."

As evidenced through these and other testimonials, the impact of

GSE graduates is far-reaching. For personal or strategic reasons (or a combination of the two), they chose to work in a variety of places and settings, and often ventured far from where they had lived or studied previously — from Sonia in Los Angeles and Nicole in Denver to Rafael in New York and Chris in Washington D.C.

Bridging Academic Knowledge to Practice

Our graduates also spoke of the importance of connecting their academic knowledge to the professional world. When asked about practical skills, ideas or knowledge learned at Stanford, Sonia highlighted the interdisciplinary framework she developed while taking "project-based and design-focused classes through Stanford GSE and the d.school." Said Rafael: "Most of all, I have taken with me the idea that as long as there is thought put into my practice, I'm doing right by my kids." For his part,

"I learned how to keep learning...and that is probably the most valuable skill I use daily."

Chris discovered the value of lifelong learning: "I use the skills I learned in my classes and in my research every day. The ability to work with academic institutions and practitioner-based partners was something that I cultivated during my time at Stanford and something that I use every day. Perhaps most importantly, I learned how to keep learning...and that is probably the most valuable skill I use daily."

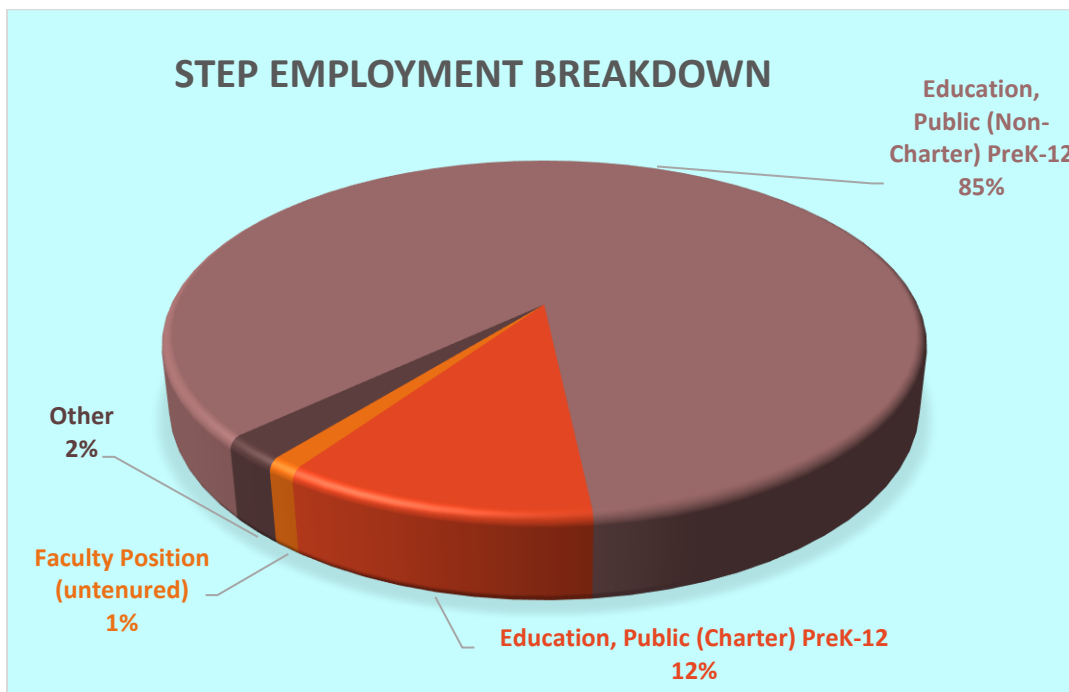
STEP Graduates

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

In 2017, the STEP program graduated 89 students (26 Elementary/63 Secondary). We know the employment placement of **100 percent** of them:

- **99 percent** were employed and 1 percent were pursuing further studies.
- **100 percent** of those employed received an offer within four months of graduating.
- **64 percent** of those employed had received two or more job offers.
- **99 percent** were employed in the field of education.
- **96 percent** worked primarily as classroom teachers.
- **95 percent** indicated they were employed in their desired geographic location.
- **76 percent** were working in California.

The median yearly full-time salary of STEP graduates was \$57,000, with a range of \$38,700-\$79,162.¹



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

STEP Hiring Organizations

A.E. Kent Middle School, Kentfield SD²
Addison Elementary, Palo Alto USD³
Albany High School, Albany USD
Alliance Academy Middle School, Oakland USD
Ánimo Venice Charter High School, Green Dot PS⁴
Balboa High School, San Francisco USD
Brooklyn Prospect Charter School, New York, NY
Benjamin Bubbs Elementary School, Mountain View Whisman SD
City Arts & Tech High School, San Francisco USD
Columbia Middle School, Sunnyvale Elementary SD
Covington Elementary School, Los Altos SD
Del Mar High School, Campbell Union HSD⁵
East Palo Alto Charter School, Aspire Public Schools
El Dorado Elementary School, San Francisco USD
Elk Grove High School, Elk Grove USD
Ellis Elementary School, Sunnyvale Elementary SD
(The) Academy – San Francisco @ McAteer, San Francisco USD
(The) English High School, Boston PS
Envision Academy of Arts & Technology, Oakland, Calif.
Everett Middle School, San Francisco USD
Fiesta Gardens International School, San Mateo-Foster City SD
Fremont High School, Fremont Union HSD
Gabriela Mistral Elementary, Mountain View Whisman SD
Gateway Middle School, Gateway PS
Gililand Middle School, Tempe Elementary SD No3
Gunn High School, Palo Alto USD
Heketi Community Charter School, New York, N.Y.
Hillsdale High School, San Mateo Union HSD
Irvine High School, Irvine USD
Isaac Newton Graham Middle School, Mountain View Whisman SD
John Ames Elementary School, Denver PS
June Jordan School for Equity, San Francisco USD
Lakeshore Alternative Elementary School, San Francisco USD
Lakewood Elementary, Sunnyvale Elementary SD

Los Altos High School, Mountain View Los Altos HSD
Los Robles Dual Immersion Magnet Academy, Ravenswood City SD
Luis Valdez Leadership Academy, San Jose, CA
Magnolia High School, Magnolia Independent SD, Magnolia, TX
McKinley School, Pasadena USD
McLoughlin Middle School, Vancouver PS
Menlo-Atherton High School, Sequoia Union HSD
Mission High School, San Francisco USD
Monta Loma Elementary, Mountain View Whisman SD
Mount Pleasant Elementary STEAM Academy, Mount Pleasant Elementary SD
Mountain View High School, Mountain View Los Altos HSD
Nicholas Senn High School, Chicago PS
Northwest High School, Montgomery County PS
Oakland International High School, Oakland USD
Parkside Elementary School, Pittsburg USD
Paul Revere College Preparatory School, San Francisco USD
Philip and Sala Burton Academic High School, San Francisco USD
Pioneer Middle School, Walla Walla PS
Raoul Wallenberg High School, San Francisco USD
Roses in Concrete Community School, Oakland, CA
San Lorenzo High School, San Lorenzo USD
San Miguel Elementary School, Sunnyvale Elementary SD
San Pedro Elementary School, San Rafael City Elementary SD
Scott Lane Elementary School, Santa Clara USD
Skyline High School, Oakland USD
Somersworth High School, Somersworth SD
Starr King Elementary School, San Francisco USD
Sutter Elementary School, Santa Clara USD
Thurgood Marshall Academic High School, San Francisco USD
Wilcox High School, Santa Clara USD
Winding Springs Elementary, Charlotte-Mecklenberg Schools
Woodside High School, Sequoia Union HSD

² SD is an abbreviation for School District

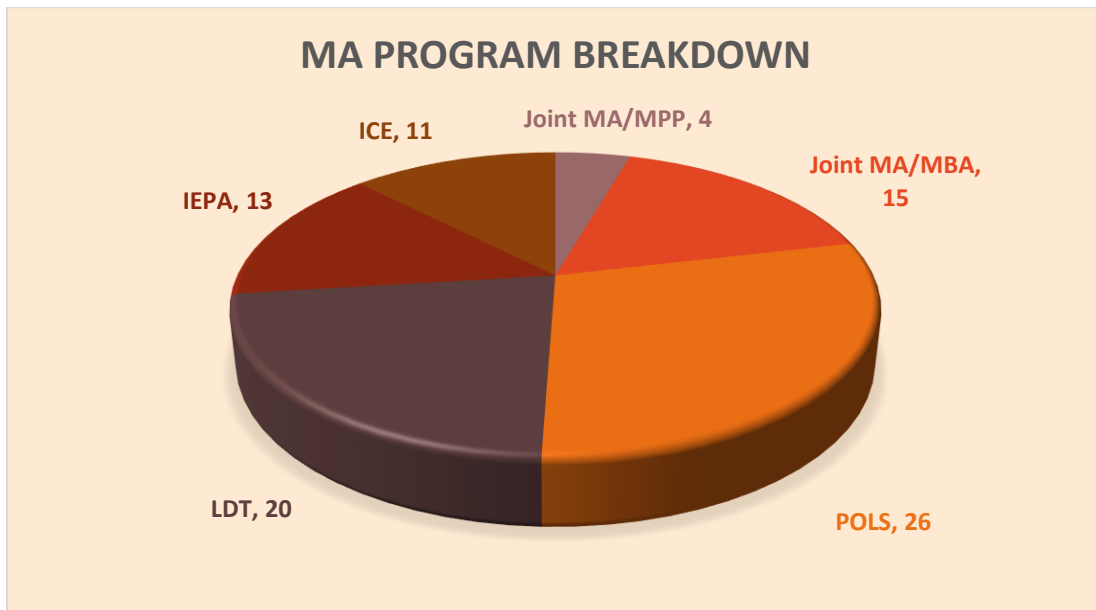
³ USD is an abbreviation for Unified School District

⁴ PS is an abbreviation for Public Schools

⁵ HSD is an abbreviation for High School District

MA Graduates (Non-STEP)

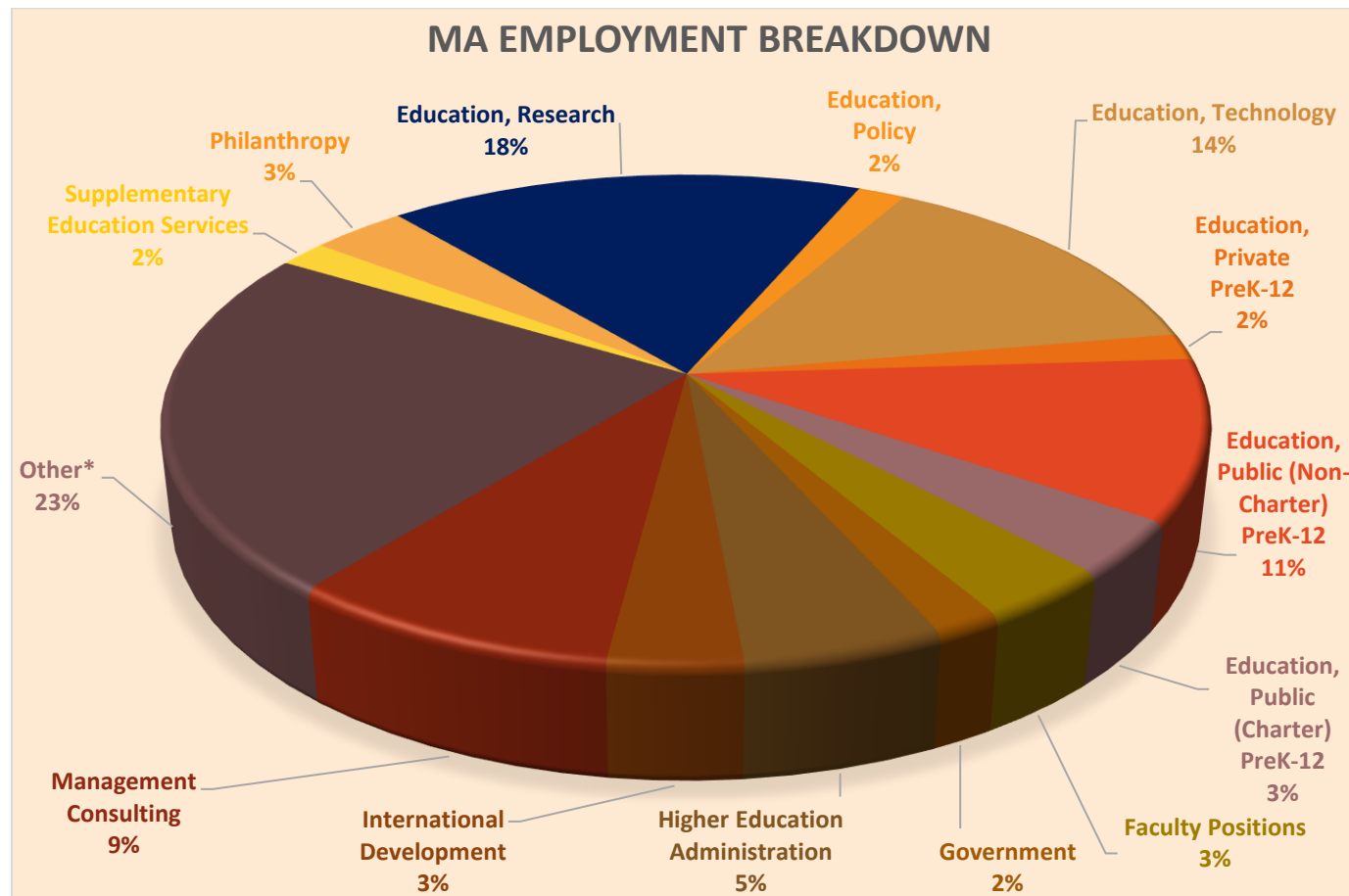
Of 2017's 89 MA students (non-STEP), we know the employment placement rate of **94 percent of them**. Graduates earned degrees from the six programs listed below, with topic areas including policy, education management, comparative research and design.



- Joint Degree: MA in Education and Master of Public Policy (MA/MPP)
- Joint Degree: MA in Education and Master of Business Administration (MA/MBA)
- Policy, Organization and Leadership Studies (POLS)
- Learning, Design and Technology (LDT)
- International Education Policy Analysis (IEPA)
- International Comparative Education (ICE)

MA Graduates (Non-STEP)

We know the employment status of **94 percent** of MA graduates (non-STEP). Of those, **82 percent** were employed, continuing their education, had started new organizations or were not seeking employment. Below is the employment breakdown of the 56 MA graduates who were hired within four months of graduating (including non-education jobs):



*Organizations categorized as "Other" include Adobe Systems Incorporated, FFL Partners LLC, New Harbor Capital LLC, Creative Leadership Trust, San Francisco Symphony, etc.

- **85 percent** indicated they had accepted a position in their desired geographic location.
- **58 percent** had at least two job offers.

MA Salaries**

	MA graduates (excluding Joint Degrees)	Joint Degrees
Median Yearly Full-time Salary	\$70,000	\$107,577
Full-time Salary Range	\$15,000- \$180,000	\$30,000- \$154,000

**Salaries reported in other currencies were converted to US\$.

MA Hiring Organizations & Titles

<i>9 Dots Community Learning Center, Program Manager*</i>	<i>Nearpod, Learning Experience Designer</i>
<i>Acumen LLC/The Sphere Institute, Data and Policy Analyst</i>	<i>New Harbor Capital, Vice-President Research</i>
<i>Adobe, Product Manager</i>	<i>New York University, Research Assistant</i>
<i>African Leadership University, School of Business, Director of Academic Affairs</i>	<i>Oakland Unified School District, Instructional Teacher Leader</i>
<i>Alcuin School, Director of Student Life</i>	<i>Pasadena City College, Articulation Officer</i>
<i>American Institutes for Research, Quantitative Research Associate</i>	<i>Quizlet Inc., User Operations Associate</i>
<i>Applied Materials Inc., Ed Tech Program Manager</i>	<i>Richfield Public Schools, Reading Interventionist (1-2), Gifted and Talented Specialist (3-5)</i>
<i>Bain & Company, Consultant</i>	<i>San Francisco International High School, 9th and 10th Grade Math Teacher</i>
<i>Chaparral Capital, Managing Partner</i>	<i>San Francisco Symphony, Video Producer</i>
<i>(The) Citizens Foundation, Regional Education Manager</i>	<i>San Francisco Unified School District, Budget Manager</i>
<i>Compass Education Group LLC, Math Tutor</i>	<i>Save the Children, Research Specialist</i>
<i>Creative Leadership Trust, Founder and Developer</i>	<i>SkinIQ, Product Manager</i>
<i>Denver Public Schools, Senior Program Manager of Strategic Literacy Initiatives</i>	<i>Southern Methodist University, Institute for Leadership Impact, Associate Director*</i>
<i>Digital Promise, Program Manager</i>	<i>Stanford University, Center on Philanthropy and Civil Society, Fellow*</i>
<i>Digital Promise, Research Analyst</i>	<i>Stanford University, Department of Anthropology, Undergraduate and Graduate Program Officer</i>
<i>Empirical Education Inc., Research Manager</i>	<i>Stanford University, Freeman Spogli Institute for International Studies, Researcher</i>
<i>FFL Partners, Senior Associate</i>	<i>Stanford University, Graduate School of Education, Assistant Director of Professional Growth</i>
<i>Google LLC, User Experience Research Assistant</i>	<i>Stanford University, Graduate School of Education, Digital Learning Associate</i>
<i>Google for Education, UX Research Assistant</i>	<i>Stanford University, Graduate School of Education, Research Associate</i>
<i>Harvard SDP Fellowship, Research Specialist</i>	<i>Stanford University, Haas Center for Public Service, Assessment and Evaluation Analyst*</i>
<i>High Resolves Global Citizenship and Leadership Program, Curriculum Designer*</i>	<i>Stanford University, School of Medicine, Research Data Scientist</i>
<i>Imbellus, Learning Science and Design Analyst</i>	<i>TAL Education Group, Investment Manager</i>
<i>Isaacson, Miller Inc., Associate</i>	<i>United States Senate, Legislative Assistant</i>
<i>Karenni Social Development Center, Program Coordinator</i>	<i>University of Miami, Assistant Director of Undergraduate Admissions*</i>
<i>Leadership Public Schools-Richmond, Academic Dean</i>	<i>University of Pennsylvania, Associate Director of Admission</i>
<i>Learning Policy Institute, Policy and Research Intern</i>	<i>WestEd, Federal IDEA Fiscal Reporting Specialist</i>
<i>Making Waves Foundation, College Coach*</i>	
<i>Mastery Charter, Teacher/Lead Teacher</i>	
<i>McKinsey & Company Inc., Associate</i>	
<i>McKinsey & Company Inc., Consultant</i>	
<i>Ministry of Education (Brazil), General Coordinator of Full Time Education</i>	

* Position reported after the 4-month mark.

MA Internship Organizations

Since 2013, Stanford EdCareers has managed a centralized internship program for GSE students. Internships provide an opportunity for our students to learn about organizations in their areas of interest. During the 2016-17 academic year, **64 percent** of MA graduates (non-STEP) indicated that they completed at least one internship. Below is a sample list of hosting organizations:

521 Dimensions LLC
African Leadership Academy
Better Chinese LLC
College Transition Collaborative
Education.com Inc.
Epic!
Forshay Inc
FOSS (Full Option Science System)
Gakko Inc.
Khan Lab School
Kidaptive Inc.
KIPP Bay Area Schools
Leadership Public Schools - Oakland R&D
Nearpod
Oakland Unified School District
Owl Ventures LP
Palo Alto Unified School District
Policy Analysis for California Education
Project Wayfinder
Quizlet Inc.
Reach Capital
RE-ENVISIONED
San Francisco Unified School District
San Francisco Unified School District - iLab
School Services of California Inc.
Schoolzilla PBC
Square Panda Inc.
Stanford: John W. Gardner Center for Youth and Their Communities
Stanford: Lemann Center for Entrepreneurship and Educational Innovation in Brazil

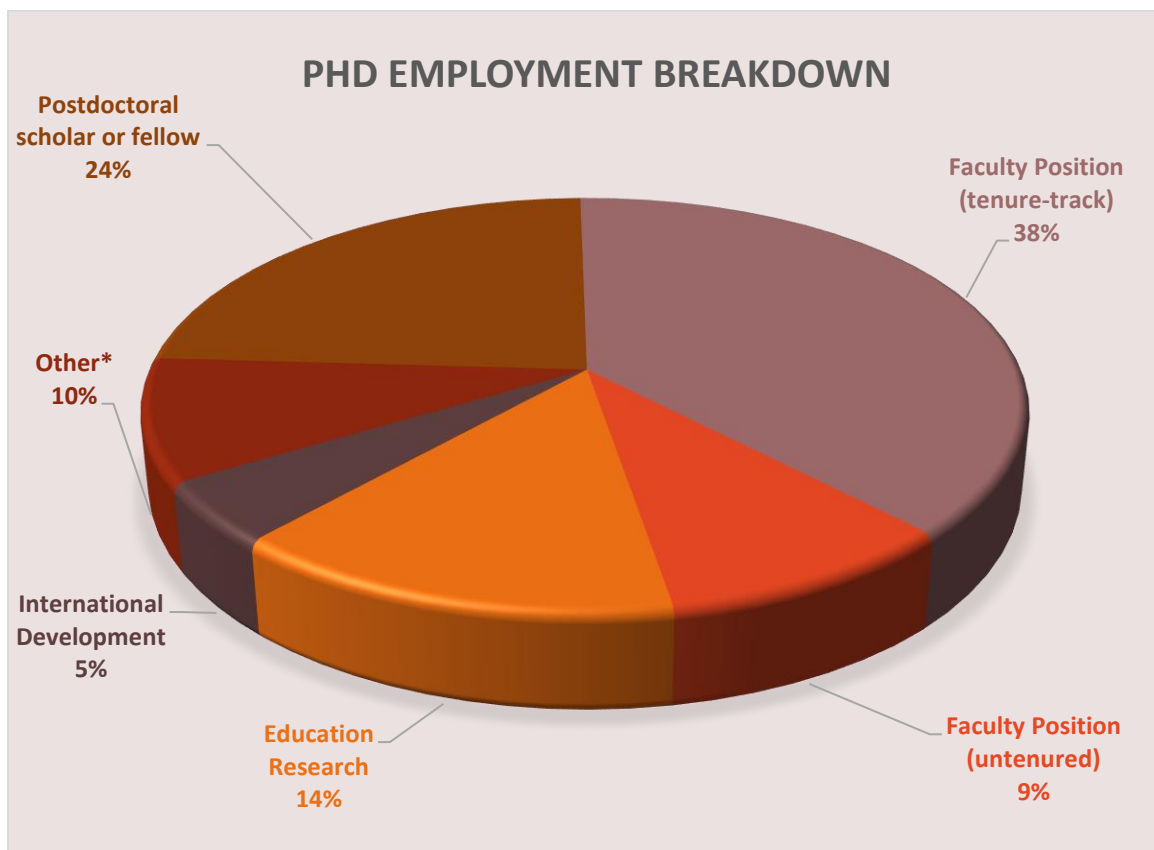
Stanford: Meta-Research Innovation Center at Stanford
Stanford: Open Learning Initiative at Stanford
Stanford Center for Professional Development
Stanford Early Life Stress & Pediatric Anxiety Program
Stanford History Education Group
Stanford University, Diversity and First-Gen Office
Stanford University, Faculty Development and Diversity Office
Stanford University, Graduate School of Business, MBA Admissions Office
Stanford University, Haas Center for Public Service
Stanford University, Native American Cultural Center
Stanford University, School of Engineering
Stanford University, School of Engineering, Global Engineering Programs
Stanford University, School of Medicine, Department of Pediatrics
Stanford University, Student Activities and Leadership
Stanford University, Transformative Learning Technologies Lab
Tangible Play Inc.
TeachAids
Ubongo Kids
U.S. Department of Veteran Affairs, Palo Alto Health Care System
Virta Health Corp

PhD Graduates

We know the employment status of **96 percent** of 2017's 24 PhD graduates.

- **91 percent** of respondents were employed within four months of graduating.
- **90 percent** of those employed had accepted a position in the field of education.
- **95 percent** indicated they accepted a position in their desired geographic location.
- **86 percent** accepted faculty, postdoctoral or research positions.

The median yearly full-time salary of PhD graduates was \$74,500, with a range of \$55,000-\$200,000.



* Organizations categorized as "Other" include Genentech Inc. and Facebook Inc.

PhD Hiring Organizations & Titles

Facebook, User Experience Researcher

Genentech, Data Scientist

Inter-American Development Bank, Consultant

New York University Global TIES for Children, Research Scientist

Pontificia Universidad Católica de Chile, Associate Professor

RAND Corporation, Associate Policy Researcher

SRI International, Early childhood researcher

Stanford University, Center for Education Policy Analysis, Postdoctoral Fellow

Stanford University, Department of Psychology, Postdoctoral Scholar

Stanford University, School of Engineering, Postdoctoral Scholar

Stanford University School of Medicine, Postdoctoral Fellow

Stanford University, Stanford Teacher Education Program, Postdoctoral Scholar

State University of New York - Cortland, Assistant Professor

University of California - Irvine, Assistant Professor

University of Colorado Boulder, Assistant Professor

University of Hawai'i at Manoa, Assistant Professor

University of Nebraska Omaha, Assistant Professor

University of Nevada - Reno, Assistant Professor

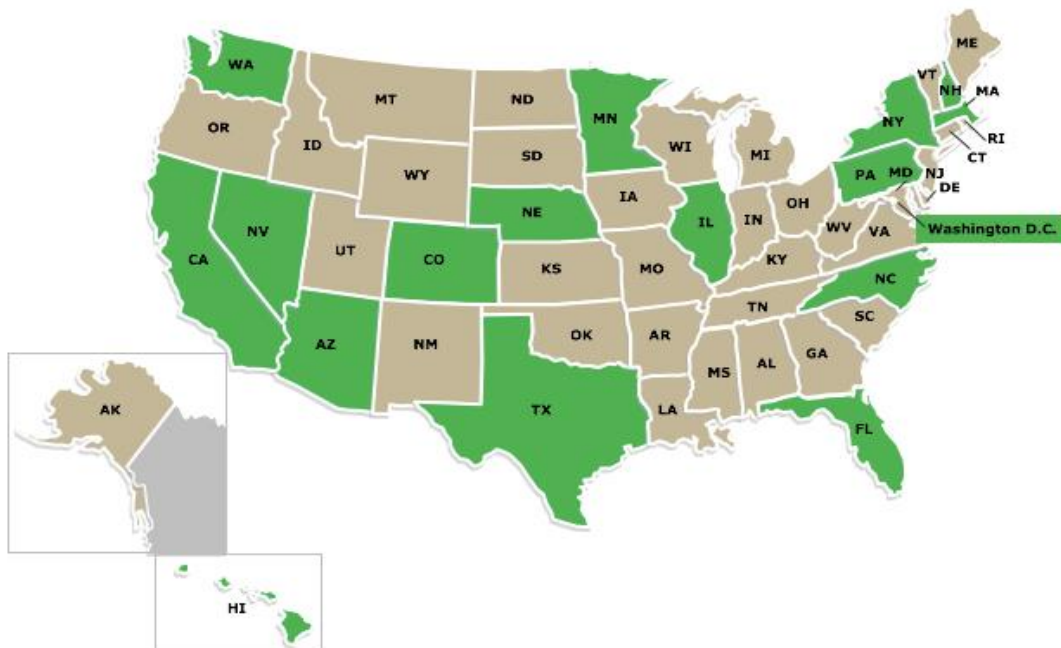
University of San Diego, Diversity Postdoctoral Fellow

University of Texas at Austin, Assistant Professor

Woodrow Wilson Academy of Teaching and Learning, Faculty Mentor

Employment Locations

94 percent of employed respondents accepted a position in their desired geographic location. This year, our graduates secured positions in nine countries and 17 U.S. states (highlighted below).



Employment Locations

The Class of 2017 graduates accepted offers with organizations based in the following locations:

International

Australia
Brazil
Chile
China
Japan
New Zealand
Pakistan
Rwanda
Thailand

U.S. Northeast

Washington, DC
Boston, MA
Germantown, MD
Somersworth, NH
Cortland, NY
New York, NY
Philadelphia, PA

U.S. Midwest

Chicago, IL
Richfield, MN
Omaha, NE

U.S. South

Miami, FL
Charlotte, NC
Austin, TX
Dallas, TX
Magnolia, TX

U.S. West

Phoenix, AZ
Albany, CA
Atherton, CA
East Palo Alto, CA
Elk Grove, CA
Kentfield, CA
Irvine, CA
Larkspur, CA
Los Altos, CA
Los Angeles, CA
Menlo Park, CA
Mountain View, CA
Oakland, CA
Palo Alto, CA
Pasadena, CA
Pittsburg, CA
Redwood City, CA
Richmond, CA
San Diego, CA
San Francisco, CA
San Jose, CA
San Lorenzo, CA
San Mateo, CA
San Rafael, CA
Santa Clara, CA
South San Francisco, CA
Stanford, CA
Sunnyvale, CA
Woodside, CA
Honolulu, HI
Reno, NV
Vancouver, WA
Walla Walla, WA

Methodology

This report is based on data collected internally. Stanford EdCareers designed and tested a job placement survey consisting of items addressing program affiliation, internship participation, employment status and employment characteristics. The survey was administered to the Class of 2017 graduates electronically, via an outside platform (Qualtrics). Graduates first received the survey upon graduation. Those who indicated that they were “still seeking” a position received a follow-up survey four months later. All survey instruments were closed December 2017, at which point the combined overall response rate for the three programs (STEP, non-STEP MA and PhD) was **94 percent**. In addition to the survey responses, a knowledge rate was calculated for an additional **3 percent** of graduates who did not respond to the initial or follow-up surveys. The knowledge rate is based on information sent via email, faculty contacts, graduate student liaisons or LinkedIn profiles. The combined knowledge and response rate is **97 percent**.

The knowledge rate was computed separately within each program and the total rate was averaged across all programs. In all calculations related to total knowledge rate, the rate exceeds 90 percent indicating sufficient knowledge 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. The report also presents information from the subset of respondents – 6 percent – who indicated that they were not seeking 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 between September 2016 and August 2017. STEP graduates received their degrees in June, and MA graduates (non-STEP) received their degrees in June or August, depending on the program. Students in each program received the survey (and any follow-up reminders) at different points in the year, depending on the graduation month. The statistics in this report reflect employment status within four months of graduating, unless indicated otherwise.

MA and PhD graduates received highly similar surveys. Because of the unique nature of the STEP program, STEP graduates were asked to complete a modified yet comparable version of the survey.