CLASS OF 2018 ANNUAL REPORT
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INTRODUCTORY LETTER

We are pleased to share our Class of 2018 Annual Report with you. Since the Class of 2011 graduated, we have worked to gather and share the career placement data from each class on an annual basis. We are thrilled to release this year’s report in conjunction with the Graduate School of Education’s new vision, *Improving lives through learning*. Stanford GSE is helping students, educators, policymakers, parents and institutions make headway in areas that were once out of reach. We are advancing research, strengthening programs and creating new initiatives that catalyze the distinctive scholarship of Stanford. The accomplishments of our graduates are plentiful and the impact they make on the wider education community is truly inspiring.

For the first time, this year’s report includes career placement data for GSE undergraduates who completed the requirements for a minor or honors in Education. With the recent launch of Undergraduate Programs (UP@GSE), we felt inspired to share the story of our undergraduates as they embark on their careers with a foundation in educational theory.

The Annual Report continues to serve many purposes and populations. Prospective students benefit from a clear picture of the diverse career trajectories and possibilities available to them as graduates of Stanford GSE. Current students use this information to find organizations that offer internships and to broaden their thinking about different education industries and specific roles. Alumni and employers use this report to understand how the education field and its industries are changing. By observing both the different organizations and the roles our graduates pursue, education professionals learn about the newest industries, best schools and most innovative organizations that are often setting market trends and capturing the talent pipeline.

This report would not be possible without our many key EdCareers partners. Our PhD research assistant, 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: Barbara Egbert for editing this report and writing the press release, our collaborators with the GSE Communication office for promoting this report and creating dynamic visuals, and our campus career partners in BEAM (Bridging Education, Ambition & Meaningful Work) and VPGE (Office of the Vice Provost for Graduate Education) for providing such rich resources and career development opportunities to our students.

As always, we are very impressed with the breadth of career paths our 2018 graduates pursued, in both represented industries and geographic areas. We hope you enjoy this report. If you ever find yourself looking for talent in the education space for early career or more experienced positions, we welcome you to share your opportunities with our students and alumni at http://edcareers.stanford.edu.

Sincerely,
Nereyda Salinas, Executive Director
Jennifer Mason, Associate Director
The Class of 2018 was comprised of 210 graduate students earning PhD and master’s degrees in a variety of programs. We know the employment status of 98 percent of all those graduates. They completed a variety of degrees (see next page for breakdown) which led to new career opportunities at 169 organizations around the world. Additionally, 33 undergraduate students pursued either Minors or Honors in Education but are not reflected in the chart below (more on the undergraduate students on pages 17 and 18).

The breakdown of the 82 percent of alumni who self-reported working in organizations or positions related to education can be found below:
The graph below depicts the program breakdown for all Class of 2018 graduates from Stanford GSE. It includes all 28 PhD and 182 master’s graduates, as well as 33 undergraduates who completed a Minor and/or Honors in Education:

**CLASS OF 2018 DEGREES**

**Programs represented:**
- PhD in Education
- MA: Stanford Teacher Education Program (STEP)
- MA: International Comparative Education (ICE) and International Education Policy Analysis (IEPA)
- MA: Learning, Design and Technology (LDT)
- MA: Policy, Organization and Leadership Studies (POLS)
- MA: Individually designed
- MA joint degree: Education and Business Administration (MA/MBA)
- MA joint degree: Education and Public Policy (MA/MPP)
- MA: joint degree: Education and Law (MA/JD)
- Undergraduate: Minor in Education
- Undergraduate: Honors in Education
BEYOND NUMBERS

The Class of 2018 report shows that 86 percent of GSE PhD and MA graduates received and accepted job offers within four months of graduation (see next sections for exact placement rates for each program) and are currently employed throughout the United States and around the world. The following testimonials provide additional insights into how several GSE graduates from the Class of 2018 navigated the job search process and found the right place to actualize GSE’s shared vision of Improving lives through learning.

Preparing for Success

There are many ways to be successful when it comes to job-hunting. As our graduates point out, knowing what to expect and taking steps to prepare for that process is key. PhD graduate Rebekah LeMahieu, who currently works as a Researcher with Education Now in Portland, OR, shared her approach: “[In] my second year, I started taking advantage of the career explorations opportunities offered around campus, such as programming offered through VPGE, Stanford EdCareers and BEAM. By the time it came to start my job search, I had a pretty good idea of the types of jobs I did and did not want to apply for.” Nina Slote, an LDT MA graduate, who currently works as a Learner Experience Designer with Pathstream in San Francisco, CA, used a similar strategy during her year at Stanford. She said: “I started informational interviewing in winter quarter. That timeline worked out well because I had plenty of people to connect with once I was looking for jobs more seriously during summer quarter.”

The Importance of Exploration

Another key to helping our graduates succeed is the realization of how important it is to have a niche and a clear vision for what they want to achieve, not being afraid to experiment, and working tirelessly until they have found the right fit. “I knew I wanted to be in the formal education space, whether that was working within a district or for a student-facing ed tech product. After exploring various positions and internships while at Stanford, I decided to look into learning design and instructional design, as well as customer success positions at ed tech companies,” Nina Slote said. Reflecting on what weighed most heavily in her decision to join Pathstream, she added: “I was also drawn to the idea of joining a fast-growing team - we've doubled in size in the months I've been here and there are lots of opportunities to try on different hats and to grow professionally.”

“By the time it came to start my job search, I had a pretty good idea of the types of jobs I did and did not want to apply for”

“I was drawn to the idea of joining a fast-growing team (...) there are lots of opportunities to try on different hats and to grow professionally”
BEYOND NUMBERS

Leveraging Resources and Networks

When it comes to applying for jobs or preparing for interviews, there is a wealth of on-campus resources available to students. Some of our most successful graduates quickly learned about the importance of asking for guidance and were able to leverage a wide range of resources and connections they made while at Stanford. When asked about this, Nina Slote responded: “Faculty members at the GSE, GSB and d.school were all extremely helpful in chatting with me about my career aspirations and connecting me with people for informational interviews. I found out about the company I now work for ... through a professor I had at the GSB. Our founder ... is a GSB alum and my manager is a GSE POLS alum.” In addition to making the most of on-campus resources, several of our graduates emphasized the role of their prior networks for facilitating the professional opportunities that came their way. For example, Joao Paulo Cossi Fernandes, an ICE MA graduate, returned to his home country of Brazil to found an educational organizational called D3e “which tries to increase the use of evidence for public leaders to develop and implement education policies.” Beyond his entrepreneurial experience with D3e, Joao will also be taking up a role as Education Specialist with the Inter-American Development Bank (IDB) in Brasilia, Brazil. For both roles, he emphasized the importance of maintaining good relations with former colleagues as well as making new connections in the process of getting his degree at Stanford. In fact, one such person he met at Stanford became the co-founder of his company back in Brazil.

From Strong Academic Foundations to Communities of Practice

Our graduates excel at bridging the academic knowledge gained while at the GSE with the communities of practices where they work post-graduation. Reflecting back on those foundations, Rebekah LeMahieu shared the following: “I think the most important factor was the strong and comprehensive research methodology training I received at Stanford. I was able to jump onto research teams right away in my new position and my skill set makes me very versatile.” Upon graduation, many graduates go on to influence the lives of many more students through their teaching in public or charter schools around the country. One such person is STEP graduate Emery Donovan, who currently works as a First Grade Teacher at New School (SFUSD) in San Francisco, CA. Among the skills she gets to use in her daily work with first-graders, she is most grateful for the exposure to new theories of teaching and learning during her time in STEP: “I feel enormously lucky to have a sense of the latest research in education and to get to use that to inform my decisions as a teacher. This shows up in how I create student groups ... to how I plan and design my lessons.”
PHD GRADUATES

We know the employment placement rate of **96 percent** of the 28 PhD graduates who completed their degrees in 2018. Of those:

- **100 percent** were employed, continuing their studies, starting a new business or not seeking employment.
- **95 percent** of those employed were working in full-time roles.
- **95 percent** were working in positions directly or indirectly related to education.
- **84 percent** indicated they were employed in academia or research.
- **81 percent** indicated they were employed in their desired geographic location.

Median full-time salary was $80,000, with a range of $60,000-$125,000.
PhD Hiring Organizations & Titles

Drexel University, Assistant Professor
Education Northwest, Researcher
Education Policy and Data Center, Research Associate
Facebook, UX Researcher
Northwestern University, Assistant Professor
Pennsylvania State University, Assistant Professor of Education (x2)
Pennsylvania State University, Assistant Professor of Learning, Design and Technology
Rowan University, Assistant Professor of English Education
San Jose State University, Assistant Professor
Save the Children, Senior Education and Child Development Specialist
Skyrocket Learning Design and Development, Founder
St. John's University, Assistant Professor
Stanford University, Associate Director, Vice Provost for Graduate Education
Stanford University, Graduate School of Education, Postdoctoral Fellow
Stanford University, Program in Writing and Rhetoric, Lecturer/Fellow
Teachers College-New York, Postdoctoral Fellow
The Future Project, VP Research & Evaluation
University of Dayton (Ohio), Assistant Professor in Philosophy of Education
University of Hawai‘i at Manoa, Assistant Professor of Multilingual and Multicultural Education
University of Missouri, Assistant Professor
University of Nebraska-Lincoln, Assistant Professor
MA GRADUATES

Out of the 96 MA students (non-STEP) who graduated in 2018, we know the employment placement rate of 97 percent of graduates. MA graduates earned degrees from many different programs in education. The breakdown of graduates by program is shown below:

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

Within four months of graduation, 90 percent of all MA graduates were employed, had started new organizations, were pursuing further education or were not seeking employment. Of those not working in established organizations, eight had started their own organizations, six were not seeking employment, three were continuing their education and one pursued the Fulbright Scholar Program.
Below is the industry breakdown of the **70 MA graduates** who were hired within four months of graduating (including non-education jobs and excluding those starting their own businesses):

Of those graduates:

- **90 percent** were in full-time, permanent positions.
- **98 percent** indicated they had accepted a position in their desired geographic location.
- **74 percent** were working for established organizations and **26 percent** in start-ups.

### MA Salaries*

<table>
<thead>
<tr>
<th></th>
<th>MA graduates (excluding Joint Degrees)</th>
<th>Joint Degree graduates</th>
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<tbody>
<tr>
<td><strong>Median Yearly Full-time Salary</strong></td>
<td>$65,000</td>
<td>$135,000</td>
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<tr>
<td><strong>Full-time Salary Range</strong></td>
<td>$27,000-$175,000</td>
<td>$60,000-$190,000</td>
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</table>

* One unusually high salary was omitted from the calculations as an outlier.
MA Hiring Organizations & Titles

Amazon, Sr. Category Merchant Manager
7EDU, Marketing Manager
African Leadership Academy, Program Lead
Bain & Company, Consultant
Bain & Company, Management Consultant
Better Mortgage, Sr. Associate, Learning and Development
Blair Academy, Associate Dean of Students
Boston Consulting Group, Consultant
Boston Public Schools, Data Analyst
Central Square Foundation, Senior Program Manager
Chile Ministry of Education, Project Manager
City College of San Francisco, Assistant Director
Crystal Springs Uplands School, Associate Director of Admission and Financial Aid
D3e, Founder
East Bay Center for the Performing Arts, Director of School Partnerships
Empirical Education, Research Manager
Entangled Solutions, Case Team Leader
Entangled Solutions, Consultant
ETU School Inc., Global Strategy & Partnership Manager
EverFi, Schools Manager
Feastfox, Founder
Google, UX Researcher
Great Jones, Growth Operations Lead
Hogan Lovells, Washington D.C., Associate
Hoover Institution, Summer Research Associate
Impact Academy of Arts and Tech, Teacher/Instructional Leadership Team
Impact Public Schools, First Grade Teacher
Journeys School, Middle and High School Faculty
Kapor Center, Program Lead
KIPP Bay Area Schools, Growth Manager
Krea University, Project Manager
Kunduz, Founder
Learn Capital/Learn Start, Senior Fellow
Learning Policy Institute, Policy and Research Intern
Lemann Foundation, Project Manager
MA Hiring Organizations & Titles (cont’d)

McKinsey & Company, Senior Associate
McKinsey & Company, Associate
Mosaic, Education Training Consultant
Moveworks.ai, User Researcher
New York City Department of Education, Research and Evaluation Associate
Oak Park and River Forest High School, Design Consultant
Oath, Accessibility Specialist
Packer Collegiate Institute, Lower School Teacher
Parent Genie, Founder
Pathstream, Learning Experience Designer
Paul Weiss, Associate
Plug and Play, Venture Associate
Rainier Preparatory School, Sixth Grade Science Teacher
Reach Capital, Associate
San Diego County Office of Education, Legal Analyst
Sequoia High School, High School Math Teacher
Silicon Valley Community Foundation, Donor Services Associate
Simpson Thacher, First Year Associate
Singapore Ministry of Education, Staff Officer
Skadden, Arps, Associate
Slate Advisers, Leadership Coaching Content Manager and Designer
SMART, Program Manager, School Enrollment
Stanford University, School of Medicine, Instructional Designer/Developer
Squirrel AI, Analyst
SRG, Executive Director
Stanford University, Hasso Plattner Institute of Design (d.school), Lecturer
Stanford University, Graduate School of Business, Social Innovation Fellow
TAL Education Group, Product Manager
TAL Education Group, Product Researcher
Teach For America, Recruitment Manager
Texas Education Agency, Manager, System of Great Schools Initiative
The Citizens Foundation, Principal Quality Index (PQI) Evaluator
TLTL, Program Manager
UC Davis Office of Development, Senior Development Analyst
Upstream USA, Strategy & Operations Fellow
Urban Leaders Fellowship, Fellow
Yahoo, Inc., Software Engineer
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 2017-18 academic year, 63 percent of MA graduates (non-STEP) indicated that they completed at least one internship. Below is a sample list of hosting organizations:

- Acumen
- Aera Technology
- Autodesk, Inc.
- BetterKids Education
- Breakthrough Collaborative Silicon Valley
- Brightwheel
- Center for Innovation and Technology (Bixel Exchange) - Los Angeles Area Chamber of Commerce
- Common Sense Media
- Crimson Foundation
- Design Your Life Lab
- Digital Promise
- Education.com
- Everyday School
- Front Row Education
- Imagineerz Learning
- K12 Lab (at the Stanford d.school)
- Kapor Center for Social Impact
- Kunduz
- Learning Policy Institute
- Lifeliqe
- LightUp
- Liulishou, Inc. (LingoChamp)
- Minerva Schools at KGI
- Mission Graduates
- NewSchools Venture Fund
- Newsela
- Policy Analysis for California Education (PACE)
- Replika
- Rocketship Public Schools
- Rural Education Action Program
- San Francisco Unified School District: Office of Research, Planning & Assessments
- Santa Clara County Office of Education
- Springboard Collaborative
- Stanford Life Design Lab
- Stanford Technology Ventures Program
- Stanford University Graduate School of Education - Academic Services Office
- Stanford University Haas Center for Public Service
- Stanford University Online High School
- Stanford University Residential Education
- Stanford University Student Activities and Leadership
- Stanford: Lemann Center for Entrepreneurship and Educational Innovation in Brazil
- Summit Public Schools
- TeachFX
- Transformative Learning Technologies Lab
- Tunelark
- Turnitin
- Ubongo
- Valor Collegiate Academy
**STEP GRADUATES**

The Stanford Teacher Education Program (STEP) is a nationally renowned, year-long program that prepares future teachers at the elementary and secondary levels.

This year, the STEP program graduated **86 students** (22 Elementary/64 Secondary). We know the employment rate of **100 percent** of those graduates. Of those:

- **98 percent** were employed and **2 percent** were not seeking employment.
- **100 percent** of those employed received an offer within four months of graduating.
- **52 percent** of those employed had received two or more job offers.
- **100 percent** of those employed were working in full-time roles.
- **100 percent** of respondents were working in the field of education.
- **99 percent** of respondents worked primarily as classroom teachers.
- **85 percent** were teaching at public (non-charter) schools.
- **92 percent** indicated they were employed in their desired geographic location.
- **91 percent** were working in California.

Median full-time salary was $63,000, with a range of $45,000-$85,000.*

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* Most teacher salaries are set by districts and not negotiated on an individual basis.
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<thead>
<tr>
<th>School Name</th>
<th>City/State</th>
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<tr>
<td>Albemarle High School, Albermarle County PS¹</td>
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<tr>
<td>Aptos Middle School, San Francisco USD²</td>
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<td>Berkeley High School, Berkeley USD</td>
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<tr>
<td>Brooktree Elementary, Berryessa Union SD³</td>
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<td>Bryant Elementary, San Francisco USD</td>
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<tr>
<td>Campbell School of Innovation, Campbell USD</td>
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<tr>
<td>Capital City Public Charter School, Washington, D.C.</td>
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<tr>
<td>Carlmont High School, Sequoia Union HSD⁴</td>
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<td>Cipriani School, Belmont Redwood Shores SD</td>
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<td>City Arts &amp; Tech High School, Envision Education,</td>
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<tr>
<td>San Francisco USD</td>
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<td>Columbia Middle School, Sunnyvale Elementary SD</td>
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<td>Del Mar High School, Campbell Union HSD</td>
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<td>Dever Elementary, Boston PS</td>
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<td>Dr. Martin Luther King, Jr. Academic Middle School,</td>
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<td>San Francisco USD</td>
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<td>East Palo Alto Academy, Sequoia Union HSD</td>
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<td>Independence High School, East Side Union HSD</td>
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<td>Ralph Waldo Emerson Elementary, Garvey SD</td>
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<td>Fremont High School, Fremont Union HSD</td>
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<td>Hillsdale High School, San Mateo Union HSD</td>
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<td>James Denman Middle School, San Francisco USD</td>
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<td>Jefferson High School, Jefferson Union HSD</td>
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<td>Jefferson High School, El Paso Independent SD</td>
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<td>Kealing Middle School, Austin Independent SD</td>
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<td>Khan Lab School, Mountain View, CA</td>
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<td>Huntington Park High School, Los Angeles USD</td>
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<td>Lakewood Elementary, Sunnyvale Elementary SD</td>
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<td>Laurel School Upper Campus, Menlo Park City SD</td>
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<td>Laytonville Elementary, Laytonville USD</td>
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<td>Lazear Charter Academy, Oakland, CA</td>
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<td>Legacy College Prep, Ednovate, Santa Ana, CA</td>
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<td>Leonard Flynn Elementary School, San Francisco USD</td>
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<td>Los Altos High School, Mountain View-Los Altos Union HSD</td>
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<td>Lynbrook High School, Fremont Union HSD</td>
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<td>Mabel Mattos Elementary School, Milpitas USD</td>
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<td>McClymonds High School, Oakland USD</td>
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<td>Meyerholz Elementary School, Cupertino USD</td>
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<td>Mills High School, San Mateo Union HSD</td>
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<td>Mountain View High School, Mountain View-Los Altos Union HSD</td>
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<td>New School San Francisco, San Francisco USD</td>
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<td>Palo Alto High School, Palo Alto USD</td>
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<td>Paul Revere PreK-8, San Francisco USD</td>
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<td>Phillip &amp; Sala Burton Academic High School, San</td>
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<td>Francisco USD</td>
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<td>Presentation High School, San Jose</td>
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<td>Rancho Cotate High School, Cotati-Rohnert Park USD</td>
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<td>Raymond J. Fisher Middle School, Los Gatos Union SD</td>
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<td>REALM Charter School, Berkeley, CA</td>
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<td>Robert Eagle Staff Middle School, Seattle PS</td>
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<td>San Francisco International High School, San</td>
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<td>Francisco USD</td>
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<td>San Lorenzo High School, San Lorenzo USD</td>
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<td>San Miguel Elementary School, Sunnyvale SD</td>
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<td>Santa Catalina School, Monterey, CA</td>
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<td>Saratoga High School, Los Gatos-Saratoga Joint Union HSD</td>
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<td>Sequoia High School, Sequoia Union HSD</td>
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<td>South San Francisco High School, South San Francisco USD</td>
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<td>Spangler Elementary School, Milpitas USD</td>
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<td>Stevenson Elementary, Mountain View Whisman SD</td>
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<td>Sunnyvale Middle School, Sunnyvale Elementary SD</td>
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<td>Tamalpais High School, Tamalpais Union HSD</td>
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<td>Urban Promise Academy, Oakland USD</td>
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<td>Washington High School, Fremont USD</td>
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<td>Woodrow Wilson Elementary, San Leandro USD</td>
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<td>Woodland Elementary, Fulton County Schools, Atlanta, GA</td>
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<td>Woodside High School, Sequoia Union HSD</td>
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<td>Wright Middle School, Metropolitan Nashville PS</td>
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¹ PS is an abbreviation for Public School
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
UNDERGRADUATE HONORS & MINOR

Minor and Honors programs at the GSE allow Stanford undergraduate students to develop an understanding of core issues facing educators and policymakers while making connections to their major programs of study and providing rigorous groundwork for future graduate studies in education.

This year, 33 students fulfilled the requirements for one of the two GSE undergraduate programs (19 Minor/14 Honors) and we know the employment status of 70 percent. Of those:

- 22 percent chose to continue their education.
- 94 percent of those seeking jobs found employment within four months of graduation.
- 47 percent of those employed had received two or more job offers.
- 88 percent of those employed were working in full-time roles.
- 35 percent of respondents were working in the field of education.
- 94 percent indicated they were employed in their desired geographic location.

Median full-time salary was $52,250, with a range of $13,200-$170,000.*

* One unusually high salary was omitted from the calculations as an outlier.
Undergraduate Hiring Organizations & Titles

Apple, Public Relations Specialist
Asilomar Bio, Project Coordinator - Global Sustainability
Brotherhood Crusade, Intern
City Year San Jose, AmeriCorps Member
Freenome, Software Engineer
Grassroots Ecology, Restoration Specialist
Impact Public Schools, Teacher Fellow
IXL Learning, Software Engineer
McKinsey & Company, Business Analyst
QURE Healthcare, Business Development and Operations Associate
Sophos, Human Resources Information Systems Contractor
Stanford Center on Philanthropy and Civil Society (PACS), Associate Fellow
Stanford Haas Center for Public Service, Outreach and Engagement Coordinator
Summit Public Schools, Teacher Resident
Union of British Columbia Indian Chiefs, Policy Projects Researcher
Zeta Charter Schools, Teacher in Residence
EMPLOYMENT LOCATIONS

In 2018, 93 percent of employed respondents from the PhD, MA, STEP, and undergraduate programs accepted a position in their desired geographic location. Overall, the 2018 graduates secured positions in 13 countries, 18 U.S. states, and the District of Columbia (highlighted below).
EMPLOYMENT LOCATIONS

The Class of 2018 PhD, MA, STEP, and undergraduate respondents were employed with organizations based in the following locations:

**International**
- Brazil
- Canada
- Chile
- China
- Hong Kong
- India
- Pakistan
- Rwanda
- Singapore
- South Africa
- Turkey
- United Kingdom

**U.S. West**
- Belmont, CA
- Berkeley, CA
- Campbell, CA
- Cupertino, CA
- Daly City, CA
- Davis, CA
- East Palo Alto, CA
- Emeryville, CA
- Fremont, CA
- Hayward, CA
- Hillsborough, CA
- Honolulu, HI
- Laytonville, CA
- Los Altos, CA
- Los Angeles, CA
- Menlo Park, CA
- Millbrae, CA
- Milpitas, CA
- Mill Valley, CA
- Monterey, CA
- Mountain View, CA
- Oakland, CA
- Palo Alto, CA
- Redwood City, CA
- Reno, NV
- Richmond, CA
- Rohnert Park, CA
- Rosemead, CA
- San Diego, CA
- San Francisco, CA
- San Jose, CA
- San Leandro, CA
- San Lorenzo, CA
- San Mateo, CA
- Santa Clara, CA
- Saratoga, CA
- Seattle, WA
- South San Francisco, CA
- Stanford, CA
- Sunnyvale, CA
- Tukwila, WA
- Woodside, CA

**U.S. Northeast**
- Washington, DC
- Boston, MA
- Blairstown, NJ
- Glassboro, NJ
- Buffalo, NY
- New York, NY
- Queens, NY
- Philadelphia, PA
- State College, PA
- State College, PA
- Providence, RI

**U.S. Midwest**
- Chicago, IL
- Evanston, IL
- Oak Park, IL
- Columbia, MO
- Lincoln, NE
- Dayton, OH
- Jackson, WY

**U.S. South**
- Atlanta, GA
- Nashville, TN
- Austin, TX
- El Paso, TX
- Houston, TX
- Charlottesville, VA
METHODOLOGY

This report is based on data collected internally. Stanford EdCareers designed and tested a comprehensive job placement survey consisting of items addressing program affiliation, internship participation, employment status and employment characteristics. The survey was administered to the Class of 2018 graduates electronically via an outside platform (Qualtrics). Graduates first received the survey upon graduation. Those who indicated that they were “still seeking” a position in the first round of outreach received follow-up emails in subsequent rounds of outreach, typically one month later.

All survey instruments were closed in December 2018, at which point the combined overall response rate for all graduate programs was 91 percent; the response rate for undergraduates was 70 percent. In addition to the survey responses, a knowledge rate was calculated for graduate students who did not respond to the initial or follow-up surveys. The knowledge rate is based on additional information received via email from faculty or advisor contacts, graduate student liaisons or public LinkedIn profiles. The combined knowledge and response rate for all four graduate programs is 98 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 (except for the undergraduate cohort) the rate exceeds 90 percent. 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 a subset of respondents - 7 percent - who indicated that they were “not seeking employment.” These respondents continued their education, started new businesses, or chose alternative paths for personal reasons.

In the first section of the report, the breakdown of alumni self-reported as working in organizations or positions “related to education” includes those who were self-employed or who started their own businesses. Some of the roles included on the lists of hiring organizations were acquired after the four-month cut-off time and were therefore excluded from our key statistics reported elsewhere in the report.

PhD graduates can receive their degrees during any of the four quarters; PhD graduates included in this report earned degrees between January 2018 and September 2018. STEP graduates receive their degrees in June and MA graduates (non-STEP) receive their degrees in June or August, depending on the program. Students in each program received the survey (as well as 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 otherwise indicated.

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.