



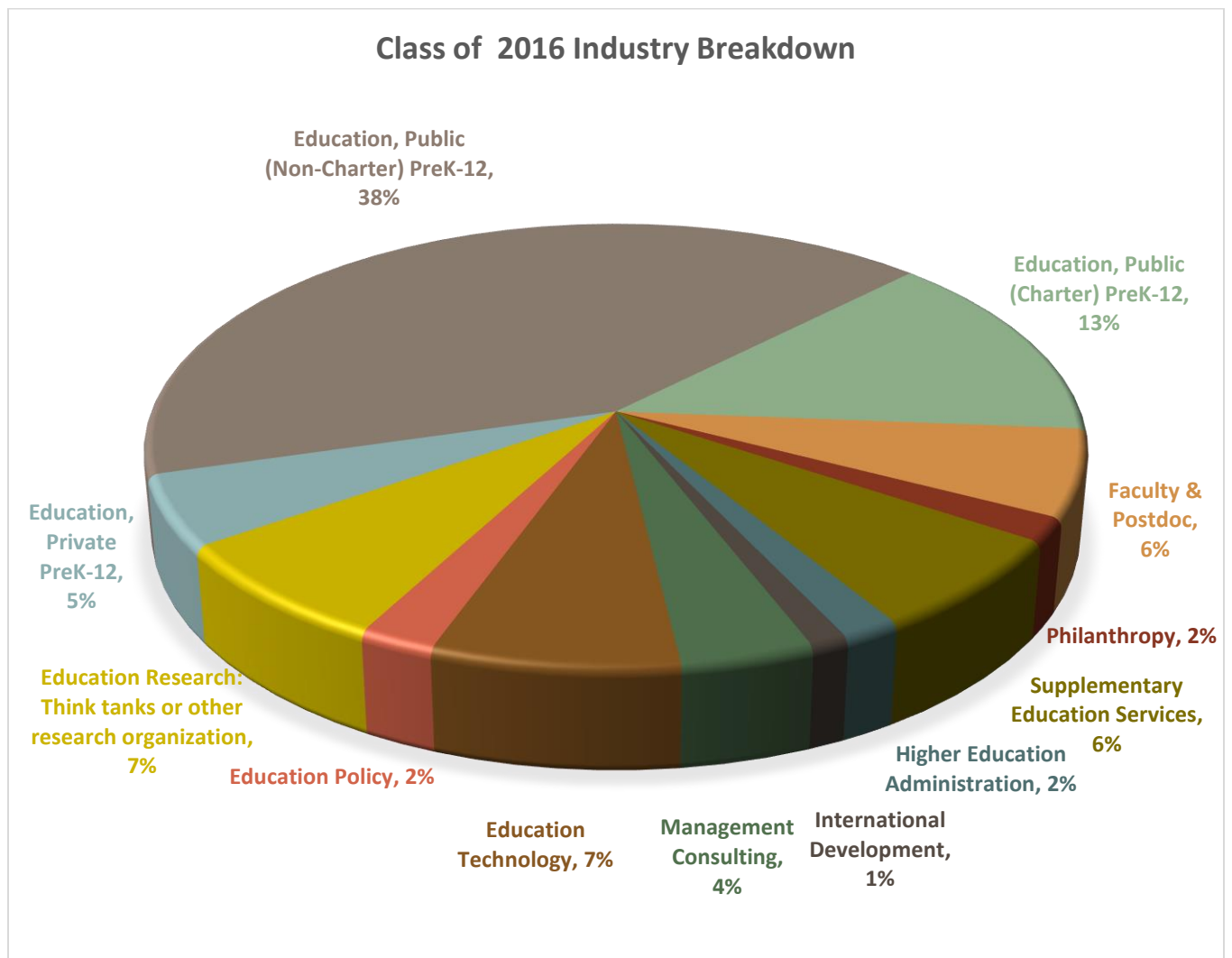
CLASS OF 2016 ANNUAL REPORT

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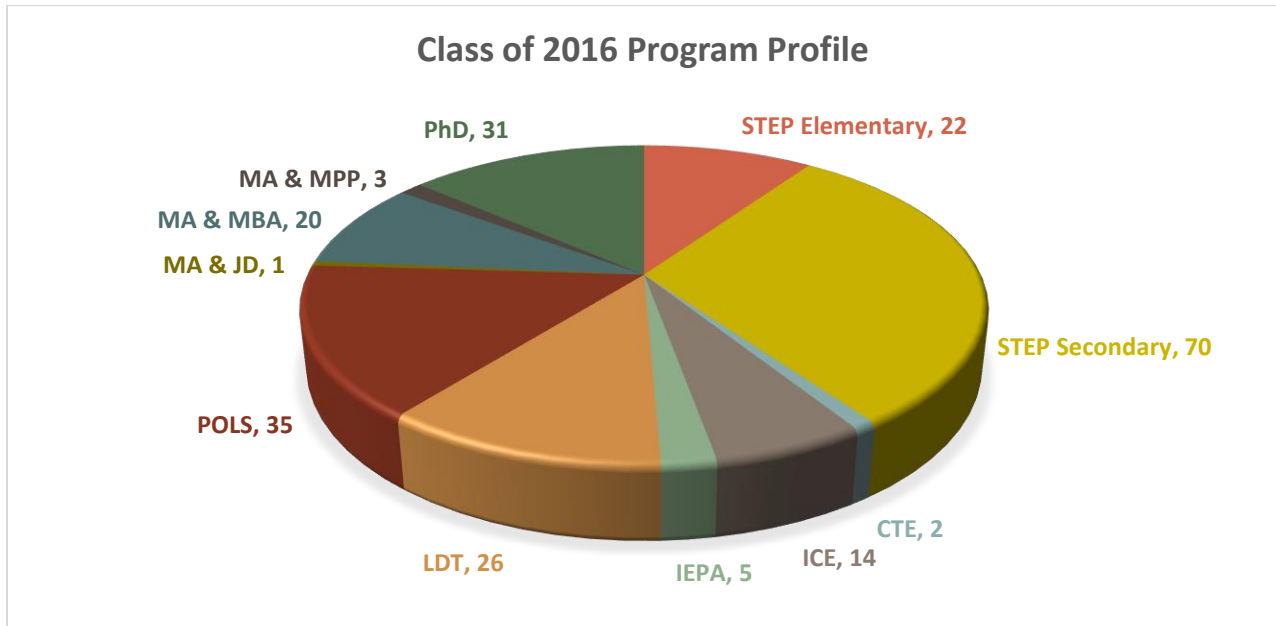
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Class of 2016 Profile

The Class of 2016 included 229 Master's and PhD graduates. They pursued a variety of degrees, which led to new career opportunities at 151 different organizations that span over 12 different industries within education, as seen in the figure below.



The graph below depicts the breakdown of the Class of 2016 by academic program for the master's and doctoral students.



Stanford Graduate School of Education MA & PhD Academic Programs:

- Stanford Teacher Education Program (STEP)
- Curriculum and Teacher Education (CTE)
- 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 JD in Law (MA & JD)
- 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

Creating an Impact through Innovation and Learning

The Class of 2016 Annual Report demonstrates that our graduates are making an impact in education with **88 percent of graduates working at an education-related organization**. Graduates are thriving in **145 innovative organizations**. They **founded six new organizations**, and are creating change in communities across **20 U.S. states and seven countries**. Our graduates accept important leadership roles in education ranging from principals and teachers to faculty and entrepreneurs at top organizations in public education, higher education, international development, education technology, and many other exciting industries.

Integrating Culture and Community into Teacher Education: A PhD Graduate's Passion

As researchers and educators, Stanford GSE doctoral students develop the critical skills to become leaders in the field of education. Charmaine Mangram sought an opportunity to use the knowledge, skills, and experience gained from her PhD in Mathematics Education to support and teach young educators in a community that was right for her family. Now, as an Assistant Professor at the University of Hawai'i at Manoa's College of Education, Charmaine is enjoying and engaging students, and is living in a dynamic community that is supportive of her and her family.

The University of Hawai'i at Manoa also provides Charmaine with a unique opportunity to be part of a team that is redesigning the university's teacher education program to meet the unique needs of the state of Hawai'i. The program is working to integrate Native Hawai'ian culture into its teacher training pedagogy. Charmaine enjoys collaborating with colleagues to develop new ideas that support the next generation of Hawai'i's teachers as they hone their abilities in providing high-quality math instruction that will benefit Hawai'ian education for years to come.

Leveraging Entrepreneurship to Close the Achievement Gap: MA Graduates' Vision

Many graduates of the GSE MA programs are equipped to apply knowledge, theory, and skills to managing various endeavors in education. Since completing their Joint MA/MBA degree, Ashley Edwards and Alina Liao are designing new ways to improve education through their newly-established nonprofit organization, MindRight. Prior to their time at Stanford, Ashley and Alina witnessed many educational efforts focused on the achievement gap, but knew that the students they worked with would benefit from more types of holistic support -- including mental health support -- to succeed.

At Stanford's GSE, Ashley and Alina went beyond their personal and professional experiences with students to explore the most current research about strategies to reach and support students who have experienced trauma, as well as how to effectively work within school systems. Additionally, they leveraged the vibrant local and Stanford communities to gain

different perspectives from current and former teachers, researchers, and administrators, all of whom played roles in the creation of their organization. As a result, the women launched MindRight, a 501c3 education nonprofit with the mission of helping at-risk youth recover from trauma. MindRight provides personalized, evidence-informed mental health coaching over text message to high school students. This organization now serves students in the District of Columbia, New Jersey, and Philadelphia.

Helping Rural and Bilingual Communities: Two STEP Graduates' Journeys

STEP (Stanford Teacher Education Program) prepares students to become future teachers at the elementary and secondary levels through an integration of high-quality academic programming and year-long classroom placement. STEP graduates Alison Amberg and Yaou Liu both leveraged the resources available to them as part of the STEP program to affect two very distinct educational communities – one underserved; another, an emerging trend.

After finishing STEP, Alison was committed to working in a rural community. During her time at GSE, she engaged with the local community and the school in which she conducted her teaching practicum to better understand the needs of the community. The skills she learned from her mentor teachers have helped her in her new role as sixth-grade teacher at Big Pine Middle School, located in the rural Eastern Sierra region of California. With an emphasis on project-based learning, the school has only one classroom per grade and averages 15 students per class. It serves a predominantly Native American community. In addition, it was thrilling for Alison to teach in the community where she had previously worked as an AmeriCorps volunteer.

Yaou Liu also knew where she wished to teach: in a place that focused on Bilingual Mandarin Dual Immersion. During her time in STEP, Yaou was mentored by a STEP alum on the best strategies to employ in order to meet this goal. As a result, she earned an additional credential required to teach in that community. After considering multiple offers, Yaou ultimately accepted a position teaching math in a bilingual combination fourth and fifth grade class at College Park Elementary, in San Mateo, California. Yaou credits her STEP background for giving her the theoretical and practical resources to teach well. She is incredibly grateful to have found a community where she wants to stay and develop as a teacher.

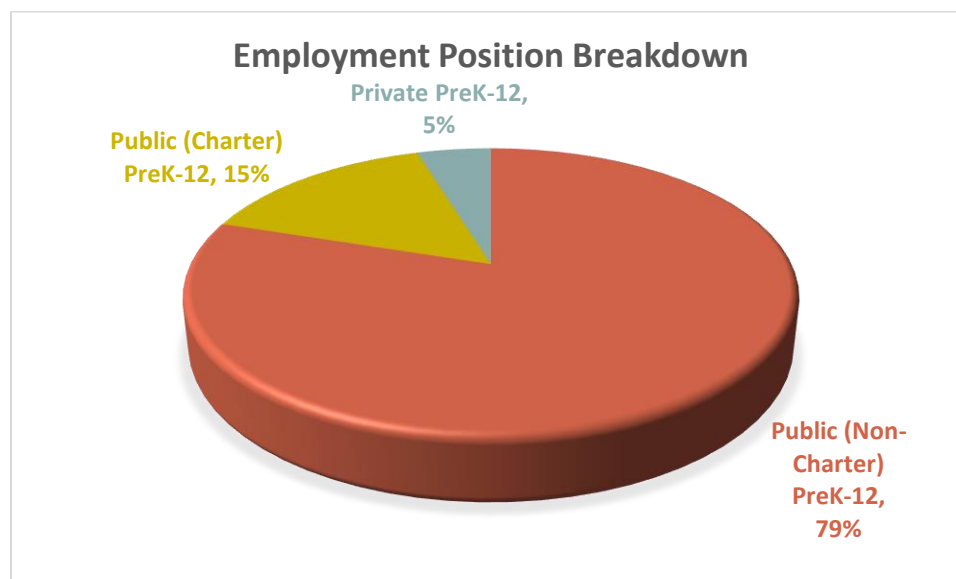
Whether at a school, a university, or in an emerging new organization, our graduates are using the skills and knowledge from their Stanford graduate studies to improve learning around the globe.

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. STEP Secondary graduates earn a California preliminary single subject teaching credential in the areas of English, Mathematics, History/Social Sciences, Science, or World Languages.

We know the employment status of 98 percent of the 92 STEP graduates.

- 97 percent were employed within four months of graduation
- 100 percent of employed graduates accepted a position in the field of education
- 96 percent were employed as PreK-12 classroom teachers
- 96 percent indicated they were employed in their desired geographic location
- 79 percent were teaching at a public (non-charter) school
- Median full-time salary was \$55,681, with a range of \$36,000 - \$75,000¹



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

STEP Hiring Organizations

107th Street Elementary, Los Angeles USD²
 Academy of Arts and Sciences, San Francisco USD
 American Canyon High, Napa Valley USD
 Balboa High, San Francisco USD
 Bayside STEM Academy, San Mateo-Foster City SD³
 Big Pine Middle, Big Pine USD
 Blackstone Innovation School, Boston PS⁴
 Buena Vista Horace Mann, San Francisco USD
 Burlingame Intermediate, Burlingame SD
 Carlmont High, Sequoia Union HSD⁵
 Cliff Valley School, Atlanta, GA
 College Park Elementary, San Mateo-Foster City SD
 Columbia Middle, Sunnyvale SD
 Costaño, Ravenswood City SD
 Cristo Rey San José Jesuit High, San Jose, CA
 Cupertino High, Fremont Union HSD
 Del Mar High, Campbell Union HSD
 Felicitas & Gonzalo Mendez High, Los Angeles USD
 Fremont High, Fremont Union HSD
 Gabriela Mistral Elementary, Mountain View
 Whisman SD
 Galapagos Rockford Charter School, Rockford, Ill
 Gateway High School, San Francisco USD
 George Washington High, San Francisco USD
 Glencoe High, Hillsboro SD
 Guadalupe Elementary, Union SD
 Gunn High, Palo Alto USD
 Hillsdale High, San Mateo Union HSD
 Homestead High, Fremont Union HSD
 Hon. Luis Munoz-Marin Elementary, Philadelphia SD
 James Denman Middle, San Francisco USD
 Jesse Bethel High, Vallejo City USD
 John O'Connell High, San Francisco USD

June Jordan School for Equity, San Francisco USD
 Live Oak High, Morgan Hill USD
 Los Altos High, Mountain View-Los Altos Union HSD
 Luis Valdez Leadership Academy, San Jose, CA
 McKinley Elementary, Santa Monica-Malibu USD
 Menlo-Atherton High, Sequoia Union HSD
 Oakland Technical High, Oakland USD
 Palisades Charter High, Los Angeles USD
 Peralta Elementary, Oakland USD
 Peter Burnett Elementary, Wiseburn USD
 Phillip & Sala Burton Academic High, San Francisco
 USD
 Prospect Hill Academy Charter, Cambridge, MA
 Roosevelt Middle, Oakland USD
 San Francisco International High, San Francisco USD
 San Leandro High, San Leandro USD
 San Miguel Elementary, Sunnyvale SD
 San Ramon Elementary, Novato USD
 Scott Lane Elementary, Santa Clara USD
 Sequoia High, Sequoia USD
 Shanghai Community International School, Shanghai,
 China
 Sheppard Middle, Alum Rock USD
 Sierra Vista K-8, Vacaville USD
 Summit Public Schools: Tahoma, Summit PS
 Temescal Canyon High, Lake Elsinore USD
 The Nueva School, Hillsborough, CA
 USC College Prep – Ednovate, Santa Ana, CA
 Valley High, Elk Grove USD
 Vargas Elementary, Sunnyvale USD
 Vista del Lago High, Folsom Cordova USD
 Willow Glen Elementary, San Jose USD
 Woodside High, Sequoia Union HSD

2 USD is an abbreviation for Unified School District

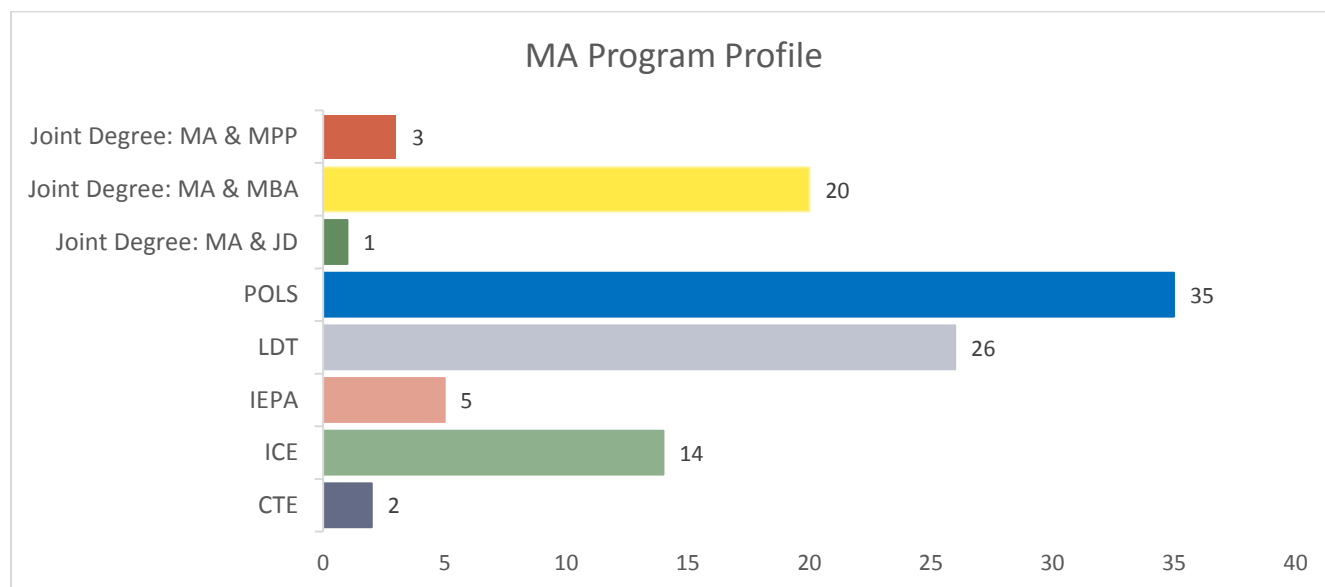
3 SD is an abbreviation for School District

4 PS is an abbreviation for Public Schools

5 HSD is an abbreviation for High School District

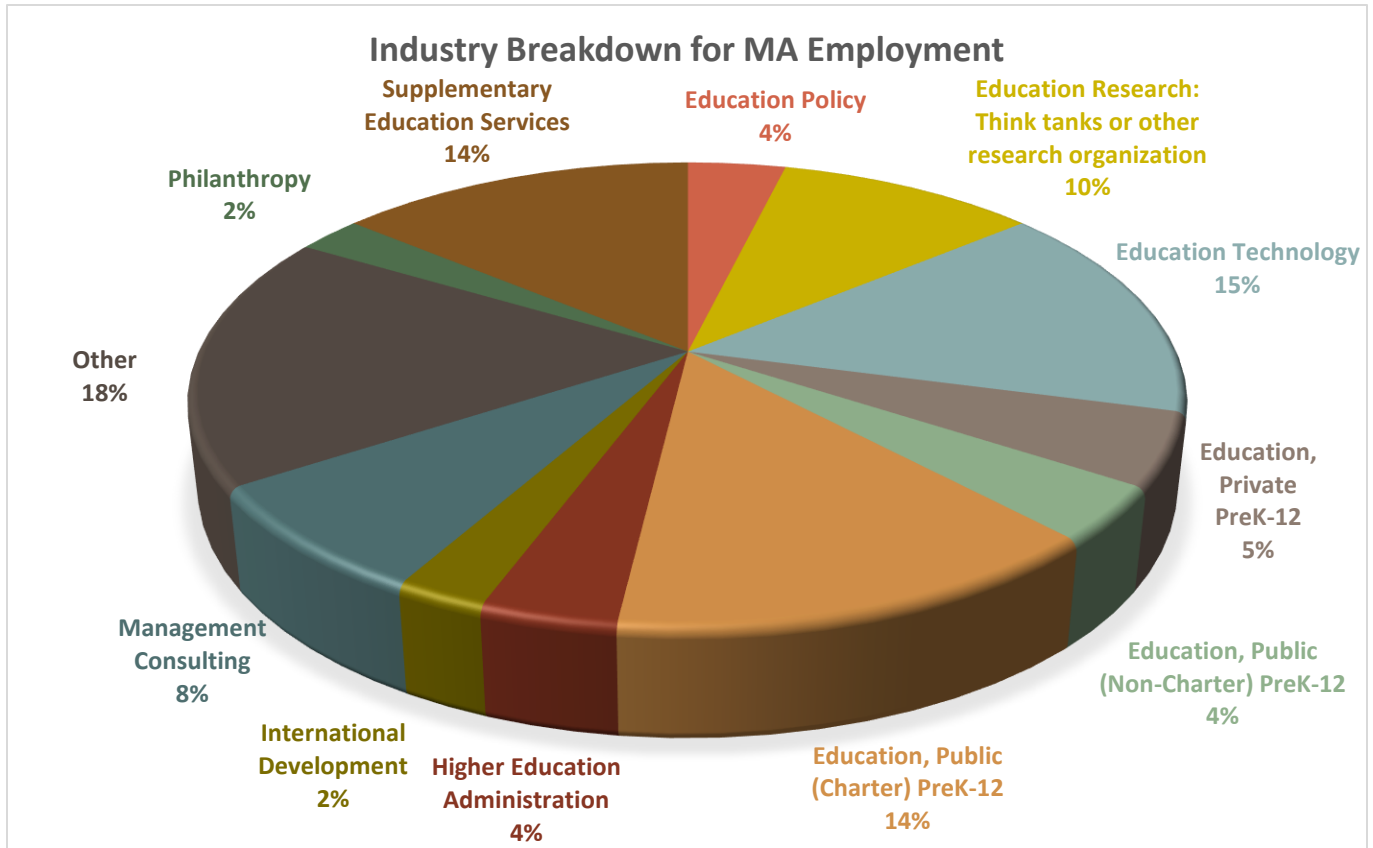
MA Graduates (Non-STEP)

Out of the 106 MA graduates (non-STEP), we know the employment placement rate of 98 percent of graduates. Graduates earned degrees from seven different programs in the areas of education management, policy, research, and technology. The breakdown by program is shown below.



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

Within four months of their graduation, 81 MA graduates were hired by 62 organizations. Overall, 91 percent of MA graduates (non-STEP) who were seeking a position were employed, continuing their education, or had started new organizations.



Of the graduates who had accepted a position:

- 93 percent indicated they had accepted a position in their desired geographic location
- 81 percent were in full-time positions

MA Salaries*

	MA graduates (excluding Joint Degrees)	Joint Degrees
Median Yearly Full-time Salary	\$70,000	\$110,000
Full-time Salary Range	\$32,000- \$145,000	\$45,000- \$185,000

* Salaries are provided in USD \$ equivalent.

MA Hiring Organizations and Job Titles

Airbnb, Learning & Development Intern
 App Academy, Software Development Resident
 Arete Preparatory Academy, Academic Dean
 Bain & Company, Consultant
 Bay Area Discovery Museum, Elementary Engineering Specialist
 Blue Stars Admissions Consulting, Director of Academic Services
 Breakthrough Schools, Operations Director
 Breakthrough Silicon Valley, College Readiness Manager
 Challenge Success, Qualitative Researcher
 Chegg, Inc., Product Manager- Textbooks/eTextbooks
 Chegg, Inc., Product Manager
 Citizen Schools, Campus Director
 Common Sense Media, Education Contractor
 Coursera, Design Researcher
 Deloitte Consulting, Senior Consultant
 Digital Promise, Multimedia Content Producer
 Edify, Chief Technology Officer
 Education.com, Learning Designer
 El Pomar Foundation, Director of Fellowship
 English Language Center, Campus Director
 Facebook, Product Manager, Rotational Program
 Forshay, Learning, Designer / Design Coach
 FoundersX Ventures, Investment Associate
 Google, Software Engineer
 Google, Content Editor
 Google, Program Manager
 Harlem Children's Zone, Literacy Coordinator
 Horizon Research, Inc., Research Associate
 Houghton Mifflin Harcourt, Associate Product Manager
 Kespry, Inc., Business Development Field Operations Manager
 Leadership Public Schools, English Learner Coordinator
 Leadership Public Schools, Response to Intervention Specialist
 Leadership Public Schools, Academic Dean
 Leadership Public Schools, Program Coordinator
 LinkedIn, Relationship Manager
 LinkedIn, Content Producer, Technology
 LiveRamp, Manager, Business Development
 Management Systems International, Research and Technical Associate for Education
 McKinsey & Company, Associate
 McKinsey & Company, Consultant
 Menlo School, Education Technology Coordinator and Computer Science Teacher
 New York City Department of Education, Data Associate
 Northwest Justice Project, Fellow
 Oakland Unified School District, LLI Study Coordinator
 OneGoal, Director of Teacher Support
 Pacific Ridge School, Director of Student Life
 Palm Drive, Service Manager
 Partners in School Innovation, School Innovation Partner
 Puente de la Costa Sur, Education Director
 Questbridge, Associate Director, Partner Relations
 Reading Partners, Program Manager
 RED, Strategy Manager
 RISE Network, Harvard Data Fellow
 Rocketship Education, Assistant Principal
 San Francisco Unified School District, Academic Response to Intervention Facilitator
 Santa Barbara Unified School District, Consultant
 SAP, Intern, Products & Innovation
 Singapore Workforce Development Agency, Senior Manager
 Singularity University, Learning Experience Designer
 Smart Sparrow, Learning Designer
 SmartThings, Product Manager
 Stanford University, Research Associate
 Stanford University, Freeman Spogli Institute, Project Manager
 Stanford University, Freeman Spogli Institute, Research Assistant
 Stanford University, Graduate School of Education, Research Project Manager
 Stanford University, Graduate School of Education, Lab Manager and Environmental Education Researcher
 Stanford University, International Bechtel Center, Qualitative Research Assistant
 Stanford University, Office of Undergraduate Admissions, Admission Counselor
 Stanford University, School of Medicine, Associate Director
 StudentVox, Account Manager
 Summit Public Schools, Assistant Director
 Summit Public Schools, Academic Program Manager
 Summit Public Schools, Basecamp Mentor Manager
 SuperGenerational, Founder and Executive Director
 The Boston Consulting Group, Consultant
 The Broad Center for the Management of Schools, Assistant Director, Program Analysis and Knowledge Sharing
 The Flatiron School, Senior Product Manager
 Wikidu, Instructional Designer
 YouthMBA, Senior Lecturer

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 the organizations that exist in their areas of interest as they explore the landscape of varying industries. During the 2015-2016 academic year, **52 percent** of MA graduates (non-STEP) indicated that they completed at least one internship.

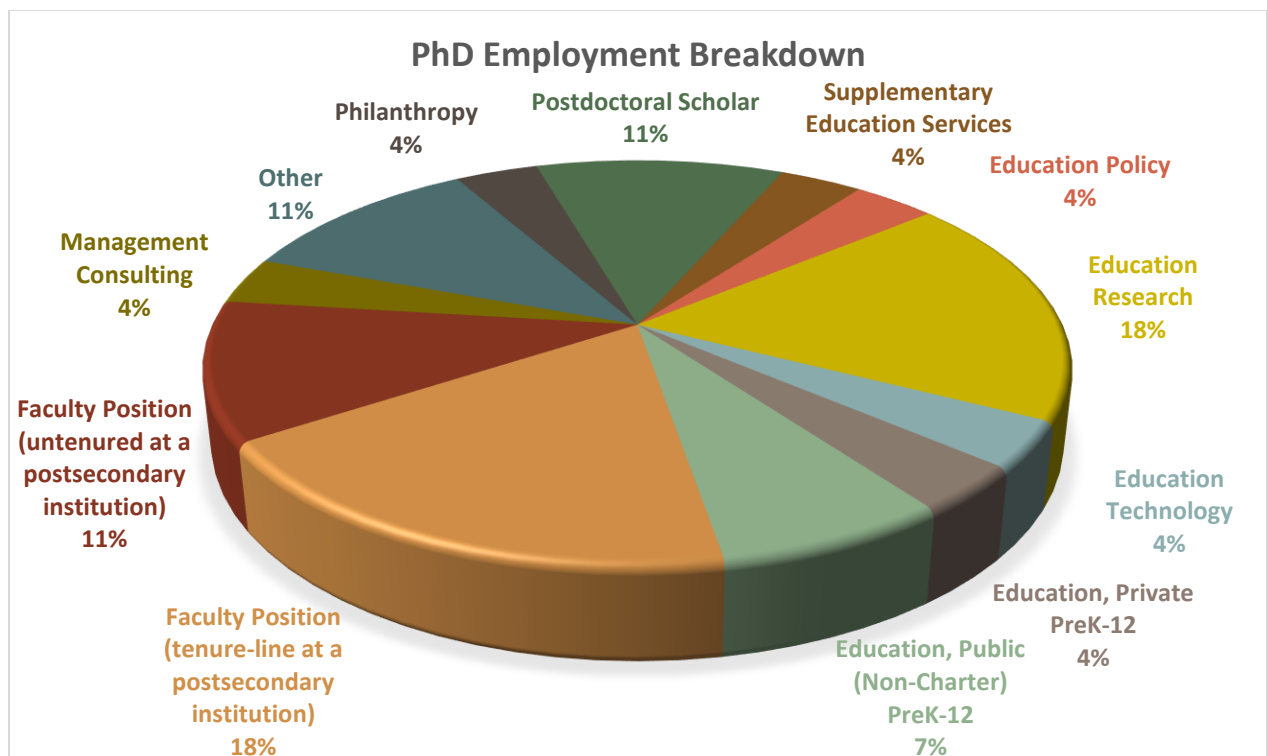
Sample list of internship organizations

<i>Airbnb</i>	<i>Roses in Concrete</i>
<i>AltSchool</i>	<i>San Francisco Unified District</i>
<i>Anesthesia Informatics and Media Lab</i>	<i>San Jose State University</i>
<i>AngelScholars</i>	<i>Save the Children</i>
<i>Atrium Capital</i>	<i>ScoreBeyond</i>
<i>Boston Consulting Group</i>	<i>SIVICamp</i>
<i>brightwheel</i>	<i>Stanford University, BEAM</i>
<i>Building Futures Now</i>	<i>Stanford University, Bechtel International Center</i>
<i>California Commission on Teacher Credentialing</i>	<i>Stanford University, Cantor Center for Visual Arts</i>
<i>Challenge Success</i>	<i>Stanford University, d.school</i>
<i>Chegg Inc</i>	<i>Stanford University, Department of Aeronautics and</i>
<i>Cognician</i>	<i>Astronautics</i>
<i>Common Sense Media</i>	<i>Stanford University, EdCareers</i>
<i>Course Hero</i>	<i>Stanford University, First Gen & Diversity Office</i>
<i>Development Solutions Organization</i>	<i>Stanford University, GLEE</i>
<i>Digital Promise</i>	<i>Stanford University, Graduate School of Education</i>
<i>EdSurge</i>	<i>Stanford University, Haas Center for Public Service</i>
<i>Education.com</i>	<i>Stanford University, Ignite</i>
<i>Everett Middle School</i>	<i>Stanford University, O'Donahue Educational Farm</i>
<i>Forshay</i>	<i>Stanford University, PBL Lab</i>
<i>Friendship Public Charter School</i>	<i>Stanford University, ResEd</i>
<i>Gates Foundation</i>	<i>Stanford University, VPTL</i>
<i>Google</i>	<i>StudentVox</i>
<i>Heifer International</i>	<i>Summit Public Schools</i>
<i>HomeLight</i>	<i>Team4Tech</i>
<i>Imagination Supply Co.</i>	<i>The School of Games</i>
<i>Khan Lab School</i>	<i>ToyTalk</i>
<i>Kidaptive</i>	<i>Trellis</i>
<i>Kitebridge</i>	<i>Tri-Marine International</i>
<i>Know Yourself</i>	<i>Uncommon Schools</i>
<i>Laurel Elementary</i>	<i>University of California, Hastings - Center for Gender</i>
<i>LEAD</i>	<i>and Refugee Studies</i>
<i>LightUp</i>	<i>Virgin America</i>
<i>Manylabs</i>	<i>WorkLab</i>
<i>Montclair Elementary School</i>	<i>WYZ Kid Labs</i>
<i>nonda</i>	<i>Xiaomi</i>
<i>One Workplace</i>	<i>XQ Institute</i>
<i>Owl Ventures</i>	<i>Zaption</i>
<i>People Rocket</i>	

PhD Graduates

We know the employment placement rate of 100 percent of 2016's 31 PhD graduates. Within four months, **91 percent of graduates were employed** at 25 different organizations.

- **86 percent** had accepted a position in the field of education
- **83 percent** of respondents indicated that they accepted a position in their desired geographic location
- **59 percent** had accepted faculty, postdoctoral, or research positions
- Median full-time salary was \$75,600 (range: \$52,000 - \$140,000)*
*based on USD \$ equivalent



PhD Hiring Organizations and Job Titles

Biological Sciences Curriculum Study, Research Scientist

Brandeis University, Postdoctoral Fellow

Carnegie Foundation, Associate

Community College Research Center, Postdoctoral Research Associate

Facebook, People Analytics Contractor

Gann Academy, Assistant Director of Teaching & Learning / Faculty

Global Partnership for Education, Education Sector Analyst

Mathematica Policy Research, Researcher

Mindful Schools, Head of Research

Monterey County Office of Education, Math Specialist

NatureBridge, Postdoctoral Research Fellow

Oakland Unified School District, Teacher on Special Assignment for Language and Literacy

Osmo-Tangible Play, User Experience Researcher, Quantitative

Rice University, Postdoctoral Fellow

Stanford University, Lecturer

Stanford University, Center for Language Assessment and Equity, Postdoctoral Scholar

Stanford University, Program in Writing and Rhetoric, Non-faculty Instructional Staff

University of Alabama, Assistant Professor in Educational Neuroscience/Educational Psychology

University of California, Berkeley, Lecturer and Postdoctoral Scholar

University of Colorado, Denver, Adjunct Professor

University of Hawai'i at Manoa, Assistant Professor

University of Michigan, Mathematics Specialist

University of Missouri, Assistant Professor of English Education

University of Oregon, Assistant Professor of Mathematics Education

University of Pennsylvania, Postdoctoral Scholar

Vanderbilt University, Assistant Professor of Public Policy and Education

WestEd, Research Associate

Geographic Distribution

Ninety-three percent of all employed GSE respondents indicated that they accepted a position in their desired geographic location across the United States and around the globe. This year our graduates accepted positions in 20 different U.S. states and seven different countries.

International

São Paulo, São Paulo, Brazil
Guangzhou, China
Shanghai, China
Casablanca, Morocco
Myanmar
Singapore

U.S. Mid-Atlantic

Washington, DC
Brooklyn, NY
New York, NY
Philadelphia, PA

U.S. Northeast

Hartford, CT
Boston, MA
Cambridge, MA
Waltham, MA

U.S. Midwest

Rockford, IL
Ann Arbor, MI
Columbia, MO
Cleveland, OH

U.S. South

Tuscaloosa, AL
Atlanta, GA
Chapel Hill, NC
Nashville, TN
Houston, TX

U.S. West

Gilbert, AZ
American Canyon, CA
Atherton, CA
Belmont, CA
Berkeley, CA
Big Pine, CA
Boyle Heights, CA
Burlingame, CA
Campbell, CA
Carpinteria, CA
Cupertino, CA
East Palo Alto, CA
Emeryville, CA
Folsom, CA
Fremont, CA
Hawthorne, CA
Hillsborough, CA
Lake Elsinore, CA
Los Altos, CA
Los Angeles, CA
Menlo Park, CA
Morgan Hill, CA
Mountain View, CA
Novato, CA
Oakland, CA
Palo Alto, CA
Pescadero, CA
Redwood, CA
Richmond, CA
Sacramento, CA
Salinas, CA
San Diego, CA
San Francisco, CA
San Jose, CA
San Mateo, CA
Santa Ana, CA
Santa Barbara, CA
Santa Clara, CA
Santa Monica, CA
Sausalito, CA
Stanford, CA
Sunnyvale, CA
Vacaville, CA
Vallejo, CA
Woodside, CA
Colorado Springs, CO
Denver, CO
Honolulu, HI
Hillsboro, OR
Seattle, WA

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 the Class of 2016 graduates electronically, via Qualtrics. Graduates received the survey at graduation. Those who indicated that they were “still seeking” a position at graduation received a follow-up survey four months post-graduation. The survey was closed in December 2016, at which point the response rate for all three programs (STEP, non-STEP MA, and PhD) was 86 percent. In addition to the survey respondents, a knowledge rate was calculated for 12 percent of graduates who either 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 total knowledge and response rate is 99 percent.

The total knowledge rate was calculated both within each program and in aggregate. In all calculations of the 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 in the job market. The report also presents information from the subset of respondents – 7 percent – that indicated 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 during September 2015-August 2016. Because of the unique nature of the STEP program, STEP graduates were asked to complete a modified version of the survey.