Table of Contents

a. Class of 2013 Profile...2
b. Stanford Teacher Education Program MA Graduates (STEP)...5
c. MA Graduates (non-STEP)...7
d. PhD Graduates...11
e. Methodology…14
Class of 2013 Profile

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

The Stanford GSE Master’s Program Abbreviations:

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

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

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

- 92% of those employed are working at an education-related organization.
- 91% of those employed have an education-related job function.

**STEP Impact**

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

- Start new schools and programs
- Develop curriculum
- Conduct community outreach on behalf of their school
- Fundraise for their school
- Participate in school reform or improvement committees
- Plan or conduct professional development
- Serve as teachers on special assignments (e.g. district literacy or math coach)

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

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

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

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

PhD Impact

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

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

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

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

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

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

98% of 84 STEP graduates responded to the survey.

- 100% accepted a position in the field of education
- 98% were employed as PreK-12 classroom teachers
- 93% were employed full-time
- 91.5% were employed in their desired geographic location
- 63% were teaching at a public (non-charter) school
- Median full-time salary was $50,750 (range $40,000 - $64,000)

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

American Community School at Beirut, Private school
Animo Pat Brown School, Los Angeles USD
Aspire Hanley Elementary, Aspire Public Schools
Berkeley High School, Berkeley USD
Bullis Charter School, Los Altos SD
Burlingame High School, San Mateo SD
Burnett Middle School, San Jose USD
Burton High School, San Francisco USD
Cayman International School, International school
Children’s Day School, Private school
Chinese Education Center, San Francisco USD
Christian Academy in Japan, Private school
College Park Elementary, San Mateo Union HSD
Connect Community Charter School, Redwood City SD
Creative Arts Charter School, San Francisco USD
Crocker Middle School, Hillsborough School District
Cumberland Elementary, Sunnyvale Elementary SD
Cupertino High School, Fremont Union HSD
da Vinci Science High School, Wiseburn SD
Downtown College Prep-Alum Rock, Alum Rock Union Elementary SD

Everest High School, Summit Public Schools
Fairmont Elementary, West Contra Costa USD
Fremont High School, Fremont Union HSD
Green Design, Los Angeles USD
Harder Elementary, Hayward USD
Henry M. Gunn High School, Palo Alto USD
Heritage High School, Liberty Union HSD

Hoover Elementary, Palo Alto USD
Impact Academy, Hayward USD
John Muir Middle School, San Jose USD
Kamehameha School, Private school
Korematu Discovery Academy, Oakland USD
Life Academy of Health and Bioscience, Oakland USD
Lincoln High School, San Jose USD
Los Altos High School, Mountain View Los Altos SD
Manzanita SEED, Oakland USD
Melrose Leadership Academy, Oakland USD
Menlo-Atherton High School, Sequoia SD
Mission High School, San Francisco USD
Mountain View High School, Mountain View Los Altos HSD
Pacific Elementary, Pacific Elementary SD
The Preuss School, University of California, San Diego
Rainier High School, Summit Public Schools
Rufus King International High School, Milwaukee Public Schools
San Francisco International High School, San Francisco USD
Sanford Schools, Sanford SD
Scott Lane Elementary, Santa Clara USD
Sequoia High School, Sequoia Union HSD
Shaw VPA Elementary School, St. Louis Public Schools
SOAR Green Valley Ranch, Denver Public Schools
St. Peter’s Prep, Private school
Summit Preparatory High School, Summit Public Schools
Sunnyvale Middle School, Sunnyvale Elementary SD
Thomas Edison Charter Academy, San Francisco USD
Vargas Elementary School, Sunnyvale SD
Woodside High School, Sequoia Union HSD

1 USD is an abbreviation for Unified School District
2 SD is an abbreviation for School District
3 HSD is an abbreviation for High School District
MA Graduates (Non-STEP)

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

- Policy, Organization and Leadership Studies (POLS)
- International Comparative Education (ICE)
- International Educational Administration and Policy Analysis (IEAPA)
- Learning, Design and Technology (LDT)
- MA/MBA
- Individually Designed (ID)
- MA/JD
- Curriculum and Teacher Education (CTE)
Within 3 months of graduation, 83% of MA graduates (non-STEP), who were seeking a position, were employed, continuing their education or had started a new organization.

### Industry Breakdown for MA Employment

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>MA graduates (excluding joint degree students)</th>
<th>Joint degree graduates (MA/MBA and MA/JD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Yearly Full-time Salary</td>
<td>$70,085</td>
<td>$108,167</td>
</tr>
<tr>
<td>Median Yearly Full-time Salary</td>
<td>$66,000</td>
<td>$105,000</td>
</tr>
<tr>
<td>Full-time Salary Range</td>
<td>$24,000 - $215,000</td>
<td>$57,000 – $140,000</td>
</tr>
</tbody>
</table>
MA Hiring Organizations and Job Titles

- 2bCapital - Private Equity, Senior Analyst
- Achievement School District, Director of Finance and Strategic Planning
- Alternatives in Action, Director of Community Programs
- Aspire Public Schools, Teacher Effectiveness Business Analyst
- Ayasdi, Product Designer
- Bain & Company, Consultant
- Barna Business School, Research Associate
- Beacon Academy, Teacher/Director of Co-Curricular Planning
- Boston Consulting Group, Consultant
- Boys and Girls Clubs of the Peninsula, Manager of Program Evaluation and Assessment
- Bridgespan Group, Consultant
- Cana Elite, University Applications Consultant
- Cardinal Education, Educational Metrics Consultant
- Center for Childhood Creativity, Director of Research and Curriculum Development
- Citizen Potawatomi Nation Office of Self Governance, Grants and Contracts Coordinator
- College Coach, Senior Manager
- Cornerstone Academy Preparatory School, Academic Director
- Deloitte, Consultant
- EC English, Academic Director
- EdSurge.com, Head of Operations
- Education Pioneers, Strategy and Development Fellow
- Facebook, Financial Analyst
- General Assembly, Instructional Designer
- Google, Instructional Designer
- High Mountain Institute, Spanish Teacher
- IMS Consulting, Consultant
- IREX, Senior Program Officer
- Kiwi Crate, Designer
- Leadership Public Schools, Resource Specialist
- McKinsey & Company, Associate
- The Menlo School, Teacher
- Mexicanos Primero, Research Associate
- Ministry of Education (Singapore), Vice Principal
- The National Academies, Program Manager
- New York City Department of Education, Implementation Manager
- Royal Academy Project, Research Officer
- Silicon Valley Education Foundation, Director of STEM Leadership Academy
- Stanford Center for Opportunity Policy in Education, Research Analyst
- Stanford Designing Your Life Lab, D.Life Fellow
- Stanford Graduate School of Business, Assistant Director of Programs
- Stanford John Gardner Center, Project Facilitator
- Stanford School of Medicine, Research Assistant
- Stanford University, Residence Dean
- STRIVE Preparatory Schools, Teacher
- Stuart Foundation, Program Officer
- Success Academies, Leadership Fellow
- Summit Public Schools, Director of Growth and Innovation
- Teach for America, Manager of Teacher Leadership Development
- Town School, Teacher and Design Thinking Leader
- Udacity, Assistant Instructor
- Understanding Language Project, Research Assistant
- The United Nations, Food and Agriculture Organization Consultant
- United States Department of Education, Program Officer
- United States Federal Court System, Law Clerk
- VITAL environments, Designer
- The World Bank, Research Analyst
- Xavier High School, Teacher
## Internship Organizations

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

### Comprehensive list of internship organizations

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

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

- **96%** had accepted a position in the field of education
- **88%** had accepted a position in their desired geographic location
- **76%** had accepted an academic or postdoctoral position
- Median full-time salary was $75,000 (range: $39,000 – $109,000)

**PhD Employment Position Breakdown**

- Faculty (tenure-track): 37%
- Faculty (non-tenure-track): 17%
- Postdoctoral Researcher: 21%
- Other Educational Researcher: 8%
- Educational Administrator: 13%
- Program Manager: 4%
PhD Hiring Organizations and Job Titles

Airbnb
Brown University
California State University Fresno
Columbia Teachers College
East Carolina University
Fundación Chile
Indiana University
Lawrence Hall of Science
Peabody College, Vanderbilt University
Robert Wood Johnson Foundation
Stanford Graduate School of Education
Stanford Graduate School of Education
Stanford Graduate School of Education
Stanford University Political Science Department
Teach Plus
Texas Christian University
University of Maryland - College Park
University of Maryland - College Park
University of Michigan
University of the Pacific
University of Virginia

Data Scientist
Director and Lecturer
Assistant Professor
Assistant Professor
Assistant Professor
Researcher
Consultant
Science Assessment Specialist
Assistant Professor
Health and Society Scholar
Director of the Stanford History Education Group
Lecturer
Postdoctoral Scholar
Postdoctoral Scholar
Curriculum Development Manager
Assistant Professor
Postdoctoral Fellow
Assistant Professor
Lecturer
Assistant Professor
Assistant Professor
Geographic Distribution

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

**International**
- Thimphu, Bhutan
- Sao Paulo, Brazil
- Santiago, Chile
- Santo Domingo, Dominican Republic
- Georgetown, Grand Cayman
- Hong Kong
- Rome, Italy
- Higashi-Kurume, Japan
- Beirut, Lebanon
- Mexico City, Mexico
- Sapuk, Chuuk, Micronesia
- Singapore
- Dubai, United Arab Emirates
- London, United Kingdom

**U.S. West**
- Atherton, CA
- Berkeley, CA
- Brentwood, CA
- Burlingame, CA
- Cupertino, CA
- Davenport, CA
- El Cerrito, CA
- El Segundo, CA
- Fresno, CA
- Hayward, CA
- Hillsborough, CA
- Los Altos, CA
- Los Angeles, CA
- Menlo Park, CA
- Millbrae, CA
- Mountain View, CA
- Oakland, CA
- Palo Alto, CA
- Redwood City, CA
- Richmond, CA
- San Diego, CA
- San Francisco, CA
- San Jose, CA
- San Mateo, CA
- Santa Clara, CA
- Sausalito, CA
- Stanford, CA
- Stockton, CA
- Sunnyvale, CA
- Woodside, CA
- Denver, CO
- Leadville, CO
- Honolulu, HI

**U.S. Midwest**
- Ann Arbor, MI
- Milwaukee, MN
- St. Louis, MO

**U.S. Northeast**
- Boston, MA
- College Park, MD
- Jersey City, NJ
- New York, NY
- Providence, RI
- Charlottesville, VA
- McLean, VA
- Washington, DC

**U.S. South**
- Shawnee, OK
- Nashville, OK
- Memphis, TN

**U.S. Territory**
- Virgin Islands
Methodology

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

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

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

*Front cover photo credit, Chris Wesselman
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