

# Final Marketing Plan for the Stanford Teacher Education Program

By: Marissa Ruhno

# *Stanford Teacher Education Program*

The Stanford Teacher Education Program (STEP) leads to a masters in teaching as well as a preliminary California teaching license. It's a twelve month in-person program that prepares students to work in diverse settings. There are two tracks offered: elementary and secondary, with the opportunity to obtain a bilingual authorization in Spanish. Candidates are placed in two to three different classrooms for their student teaching experience. They gain real world classroom experience during the day and take their courses in the afternoon.

## **DESTEP Analysis**

*DESTEP stands for Demographic, Economic, Sociocultural, Technological, Ecological and Political/Legal. Through this analysis of external environmental factors, organizations can determine how different events may impact them, prepare for challenges and learn how to take advantage of opportunities that may arise.*

Recently a judge ruled that [cultural competency can be required for new Minnesota teacher licenses](#). This decision was made to ensure that teachers have multicultural awareness, understand different gender identities and diversify their classrooms.

STEP allows teachers to work in two to three different classrooms as a part of the program in order to provide teachers with the skills to teach in diverse settings. There's also an opportunity to teach in a certified bilingual classroom for those interested in teaching Spanish. Although this competency requirement is for teachers in Minnesota, it's likely that other states will follow, so the diversity of Stanford's program will attract teachers who are looking to gain real-world experience in a variety of classrooms.

Recently [The American Teacher Act](#) was introduced, which would raise the minimum teacher salary to \$60,000 a year. If passed it would allow schools to opt-in to a federally-funded grant program to support teacher wages. This initiative is intended to combat the teacher shortage present in the U.S. right now. From an economic standpoint this may be very beneficial to STEP because if teachers are paid more, more students will be willing to put money into a master's program that provides them with a decent paying job.

Technology is incorporated into classroom learning in various forms throughout the U.S. However, there are still many schools that cannot afford technology nor the training necessary for faculty and staff to utilize it. In the following article: [All That Ed Tech Schools Bought During the Pandemic Won't Improve Equity](#), they elaborate on the phrase "digital usage divide," which suggests that more technology can lead to greater inequity in classrooms. Wealthier districts are able to be creative and experiment with different usage for technology, while poorer schools either do not have technology or they only have access to limited online resources. A benefit to STEP is that it's an in-person program, so through the two to three different student

teaching experiences, candidates will learn how technology is used in different classrooms and learn helpful strategies for teaching students with and without technology.

## **Direct Competitors**

*Organizations that offer the same service or product to the same market are direct competitors of one another. In this case study, any university who offers a similar program to Stanford with the same outcomes is considered to be a direct competitor.*

Pepperdine University's [MA in Teaching with Credential](#) program is an example of a direct competitor. Pepperdine offers an eleven month master's program that results in a single or multi-subject preliminary teaching credential. It is a hybrid program with three in-person locations and a strong alumni network. Their value proposition is receiving a teaching credential from a reputable university with a one hundred percent graduate employment rate.

Harvard University's [Teaching and Teacher Leadership](#) program is a strong direct competitor of STEP. The Teaching and Teacher Leadership (TTL) Program is a one year, in-person full-time program for novice and experienced teachers looking to further their career. Novice teachers will work towards receiving their teaching credential and experienced teachers will develop their leadership skills. Harvard has a strong value proposition, which is that candidates have the opportunity to participate in research studies related to education for credit, act as graduate assistants and gain a deeper understanding of doctoral-level studies at a major research institution. They offer a Teaching and Teacher Leadership Fellowship, which covers eighty percent of tuition and includes a \$10,000 living stipend.

Another direct competitor is the [UCLA Teacher Education Program](#), which is a two-year long program for college graduates that provides them with an opportunity to take classes for a year and then work in the field for an additional year as a part of their residency. Students receive an M.Ed. and a teaching credential upon completion of the program. Their value proposition is a year of guaranteed paid experience in the field.

## **Indirect Competitors**

*Organizations that don't offer the exact same product or service, but still compete to fulfill the needs of customers in the same market are considered to be indirect competitors.*

The University of Southern California is an indirect competitor that offers a [Master of Arts in Teaching \(MAT\)](#), which is a part-time or full-time program ranging from one to three years depending on the student's pathway. This is an entirely online program that is designed to meet the requirements needed to receive a California state teaching credential. The licensure is not received upon completion of the program, but the program provides all the necessary tools for students to receive their teaching license. There are also opportunities to receive the California

Education Specialist Credential, California Bilingual Authorization in Spanish or the Gifted Education Certificate.

*Another indirect competitor is Western Governors University and their [Teaching –Elementary Education Master's](#). This program consists of 26 courses that are typically completed in two years. This program prepares students for a teaching credential in all fifty states. It's a mostly online program with flexibility for working professionals. It also includes in- class observation and a 12-20 week student teaching component.*

*The [Master of Arts in International Education Management](#) (IEM) at Middlebury Institute of International Studies is another indirect competitor because the target market can be graduates in any field who do not need to have any prior experience in the field of education. Students could realize they want to further their studies in education but don't want to be a teacher, which would lead them to the IEM program.*

## **Market Description, Segmentation Possibilities, Chosen Segmentation Strategy**

*The market description provides an overview of the audience that is on the receiving end of the marketing plan. Segmentation possibilities are the different ways in which a market audience can be divided. This could be based on a number of factors, such as age, location, financial status, etc. The segmentation strategy is the way that the organization will make themselves appealing to their target market.*

*Market Description:* STEP is seeking individuals who possess a bachelor's degree in any field to pursue a full-time, in-person program that leads to a masters of teaching with a preliminary California teaching credential. This program is ideal for recent college graduates, professionals looking for a career change and people who have a passion for making a difference in the classroom.

*Segmentation Possibilities:* The factors that I am focusing on are undergraduate majors, age, location, and overall personal attitudes and beliefs. Individuals must have a bachelor's degree, however it can be in any field. Ideally candidates will have a background in STEM, languages, arts or history. Age can range from recent bachelors graduates to experienced, older adults searching for a career change. The geographical focus of recruitment for STEP will be in California, as the degree provides graduates with a preliminary California teaching credential. Finally, we are focusing on individuals with strong intercultural competence and a dedication to promoting the DEI values of our institution.

*Segmentation Strategy:* I am focusing on recruiting upper level undergraduate students because they are the biggest, most accessible market. STEP is a full-time program which makes it a difficult commitment for working professionals looking to make a career change, since they

wouldn't be able to work full-time while attending the program. The plan is to reach out to California universities and create partnerships to recruit students for STEP.

## **Target Market Description**

*The target market is the specific audience that the marketing team is aiming to reach.*

The target market for this program is upper-level undergraduate students from California. For the recruitment plan an emphasis will be placed on students who study liberal arts.

## **Personas**

*Personas are profiles created to represent how the marketing team envisions their target market.*

I have created two personas (please reference the appendix) that are representatives of our target audience. We are looking for well-rounded individuals with an interest in education and a passion for teaching. We value diversity in our applicant pool and value any prior experience students have, regardless of whether it is related to the field of education. Specifically we are looking at upper-level undergraduate students who are studying liberal arts. However, you'll see that both personas have experience with a foreign language. This is not a requirement of our target audience, but it's an example of the type of diversity we are seeking.

## **Partnership Plan**

*Stanford will partner with two organizations to facilitate mutually beneficial relationships and to increase STEP enrollment.*

### **Partnership 1: University of California Berkeley (U.C. Berkeley)**

The Stanford Teacher Education Program (STEP) is looking to recruit college students to pursue a master's in teaching. Students gain real world teaching experience, a master's degree and a preliminary multiple subject teaching credential upon completion of the program. All students from any major are encouraged and welcomed to apply.

Stanford is a highly prestigious and highly ranked university with one of the best research teams in the country. We offer valuable resources to our students and professionals in the field. We are dedicated to hosting: information sessions at U.C. Berkeley regarding our program and free workshops for undergraduate students looking to further their knowledge about the field of education.

U.C. Berkeley will promote STEP and relay outreach efforts to different departments that align with the needs of Stanford's marketing strategy. They will host networking events for

upper-level undergraduate students to interact with professionals from the U.C. Berkeley and Stanford department of education.

We plan for this partnership to be ongoing between two universities that can truly benefit one another. However, we hope for the marketing of STEP to be done during the spring 2023 semester. A full schedule with dates of events will be provided.

Stanford will use assessment tools, such as surveys, to collect and analyze data that will determine the success of the relationship with U.C. Berkeley. We expect that U.C. Berkeley will assess the relationship how they see fit.

## **Partnership 2: California State University Monterey Bay (CSUMB)**

The Stanford Teacher Education Program (STEP) is looking to recruit college students to pursue a master's in teaching. Students gain real world teaching experience, a master's degree and a preliminary multiple subject teaching credential upon completion of the program. All students from any major are encouraged and welcomed to apply.

Stanford is a highly prestigious and highly ranked university with one of the best research teams in the country. We offer valuable resources to our students and professionals in the field. We will waive all application fees for CSUMB students and there are scholarships available with priority given to low-income, first-generation, and underrepresented minority students. We are dedicated to hosting information sessions, networking events and workshops for students and professionals.

We expect that CSUMB will increase outreach efforts to different departments regarding STEP, specifically Spanish due to the bilingual component of our program. We also anticipate collaboration on hosting a few events on CSUMB's campus and relaying information about a chance to experience being a masters student first-hand by shadowing a current student in our program.

We hope for this relationship to begin in spring 2023. At the end of the semester we will evaluate the success of our partnership and decide if it's effective enough to continue on in the fall. Stanford will be conducting surveys at events to assess students' needs, concerns, and overall satisfaction. Our application contains a "how did you hear about us?" question, so we will be able to measure how many students that apply learned about the program through CSUMB. We expect that CSUMB will measure the success of our relationship according to their own terms.

## **Feeder Institution**

*A feeder institution is one that encourages students furthering their education to attend another institution and/or a specific program.*

My target market for the [Stanford Teacher Education Program](#) is young college graduates, so my target/feeder institution for recruitment would be U.C. Berkeley. It is the perfect fit because it's a high-ranked and well recognized university, it has an increasing number of liberal arts students and it's near Stanford. The two universities have collaborated together in the past and they have continued to do so over the years.

Through a careful and detailed analysis of clubs, programs and departments at U.C. Berkeley, I have chosen a few to reach out to and extend the offer of a mutually beneficial relationship or to continue building on a pre-existing one.

1. [Youth Empowering Nation](#)

This club consists of members that are passionate about making a difference in the world and improving the quality of education in third world countries. Members of the club go on mission trips to Haiti to teach English.

I am choosing to reach out to this organization because we can assume that students in this organization may have an interest in working in education considering the nature of this club.

Point of contact: Emily Enriquez ([emilyenriquez@berkeley.edu](mailto:emilyenriquez@berkeley.edu)) - Student Organization Advisor

2. [Project Spreading Multiculturalism and Inspiring Leadership through Education](#)  
(S.M.I.L.E)

Project S.M.I.L.E is a student organization in which students are mentors for middle school students. Mentors help younger students with schoolwork, spend time doing fun activities and go on field trips together. The goal is to celebrate diversity, improve leadership skills and promote community engagement.

A seminar for mentors is offered and those minoring in education are eligible to receive academic credit. For this reason, I am choosing to reach out to this club hoping to find students from a variety of majors with leadership skills, who may want to turn their interest in education into a career.

Point of contact: Emily Enriquez ([emilyenriquez@berkeley.edu](mailto:emilyenriquez@berkeley.edu)) - Student Organization Advisor

3. [Department of Spanish and Portuguese, UC Berkeley](#)

Students who study languages and cultures tend to have a deeper understanding of cultural differences, more intercultural competence and the ability to work in multicultural settings. These are desired skills for teachers, which is why students in these programs would be a perfect fit for STEP. We have the bilingual authorization opportunity so students would be able to teach their target language, which would be a good value proposition to use for this specific audience.

Point of contact: Estelle Tarica - Department Chair ([etarica@berkeley.edu](mailto:etarica@berkeley.edu))

## **Engagement with Feeder Institutions**

### **Email Correspondence**

Dear Emily,

I am reaching out to you as I see you are a student organization advisor for Youth Empowering Nation and Project Spreading Multiculturalism and Inspiring Leadership through Education. In my role as the Assistant Director of the Stanford Teacher Education Program at Stanford University, I would love to learn more about the organizations and the work students are doing.

It seems as though the mission and values of our program align with those of the student organizations, so I was hoping we may be able to schedule a time to meet and speak briefly about how we may be able to collaborate.

I will be at the International Engagement conference in Berkeley from January 9th - 12th, if you would like to meet and chat about future opportunities together. I'm also available via zoom or phone call if meeting in person isn't convenient for you.

Sincerely,  
Marissa Ruhno

### **Proposed Meeting Agenda**

- *Brief Introduction:* We begin by introducing ourselves and talking about our universities, her organizations and our program.
- *Students:* I learn more about her student demographics, majors and interests. I offer what we do to support students, uniqueness of our program, dedication to DEI, and different opportunities available.
- *Exchange:* She puts me into contact with interested students, allows me to give a brief presentation and offers other organizations that may be interested in working with us. I share information about the student organizations to my network, provide application waivers and offer to host a networking event.
- *Goodbyes:* We wrap up the meeting and I encourage her to stay in contact and reach out with any questions, concerns or suggestions she may have.

### **Offer of Support**

*Exchange of value:* A networking event between U.C. Berkeley and Stanford. Here at Stanford, we have a few departments looking for students interns next summer, so this would be a great



event for U.C. Berkeley students to introduce themselves and take advantage of the opportunities available. We will also be offering shadowing opportunities, which we will talk more about at the event. Undergraduate seniors are able to spend a day with a candidate in our program and see what it's like to teach in a classroom and take graduate-level courses.

*When:* If she wants to move forward I would ask her to consider allowing me to host this event in the middle of the spring semester.

## **Outreach and Promotion Plan**

Do you have no prior background in education? Did you realize later on in your studies that your real passion is teaching? No problem! With STEP you learn as you go and watch yourself grow. Students gain real world classroom experience from the first day. Between real-world experience during the day and classes in the afternoon, candidates will be prepared to teach in a variety of school settings after just 12 months.

*Value Proposition:* We are a highly-ranked, top research university that offers students the ability to gain real-world experience in the classroom from the first day of enrollment, while offering two to three different in-person student teaching experiences to prepare candidates for teaching in diverse environments.

## **Recruitment Plan**

*In this recruitment plan I am going to elaborate on how we are going to utilize and maintain our partnerships with other organizations and universities, market to students here at Stanford and use social media to promote STEP.*

Timeline: January 2023 - October 2023

Goal: To increase knowledge of STEP and provide unique opportunities that entices the target audience to apply to our program.

*January 2023*

Strategy: Build on relationships with CSUMB and U.C. Berkeley

- Reach out to different departments
  - Our team will be sending mass emails promoting STEP to club leaders, student organization advisors, department chairs and professors.
  - We will form deeper and more personal relationships with a few of these individuals.
- Timeline: First week in January
- Resources: Virtual STEP flyer to send

Strategy: Increase knowledge of STEP on social media

- Reach out to the individual who runs the social media accounts
  - Make TikToks about STEP and an instagram post.
  - Utilize TikTok to showcase what it's like to be a student in STEP for a day and the different aspects of the program that make it different (incorporate value proposition).
- Timeline: New posts each week in January (and throughout the rest of the spring semester)
- Resources: Social media and individuals willing to be featured in TikTok videos

*February 2023*

Strategy: Build initial connections with the target audience at partner institutions

- We will analyze the impact of our January marketing efforts and compile a document of students who have expressed interest in our program. We will begin sending out weekly emails to students with information about our social media, life at Stanford and unique opportunities available to them to learn more about our program.
  - Our first email will have a link to the TikTok video about a day in the life of a STEP candidate. It will include an invitation to information sessions about the program, where interested students can learn more about the requirements of admission and the unique aspects of the program.
- Timeline: New emails once or twice a week throughout the month (emails will continue for the rest of the academic year)
- Resources: Email and social media

*March 2023*

Strategy: Deepen target audience's knowledge of STEP

- Information sessions will take place, which students were informed about in our email communications.
  - We will have professionals from Stanford to elaborate on what to expect, such as those from STEP, financial aid and admissions. It will be a brief introduction about the requirements for admission to the program, scholarships and financial aid available and the structure of STEP. Students will also learn more about the unique opportunities, such as teaching from the first day of enrollment and the option to obtain a bilingual authorization.
- Timeline: There will be two information sessions this month.
- Resources: Conference room with equipment and presenters.

Strategy: Maintain relationships with CSUMB and U.C. Berkeley professionals.

- I will reach out to the professionals from my original correspondence.

- We will discuss more ways to collaborate, the progress of our partnership and upcoming events that we are each hosting.
- Timeline: Last week in March
- Resources: N/A

### *April 2023*

Strategy: Prove that Stanford will provide students with useful skills

- Offer professional workshops
  - The first workshop will be on business writing to help upper-level undergraduate students prepare for graduate school and/or their future careers.
  - The second workshop will focus specifically on resume and cover letter writing.
  - This tactic will be attractive to students because these skills are transferable.
- Timeline: Two workshops in the beginning and end of April
- Resources: Computers and professionals to run the workshops

Strategy: Begin utilizing gamification techniques

- Offer students incentives to apply to STEP
  - If students attend the upcoming workshop, they will have their application fee waived.
  - Students from CSUMB will receive an application waiver regardless, based on our prior conversation relating to our partnership.
- Timeline: Start this tactic now and continue to use it periodically
- Resource: Communication with the Bursar's office

### *May 2023*

Strategy: Integrate U.C. Berkeley students into the Stanford community

- U.C. Berkeley will host a networking event for students interested in STEP according to our partnership plan. However, Stanford will run the event.
  - The event will consist of candidates in our program, alumni, professors, STEP staff and various professionals from different liberal arts disciplines at Stanford.
  - U.C. Berkeley students will also learn about different internship opportunities available for them to assist them in their personal and professional development.
  - We will encourage students to sign up for our weekly newsletter if they haven't already done so.
- Timeline: Early May, prior to final exams and graduation
- Resources: Professionals from various departments, tables, chairs, food, drinks, waiters, clean-up staff, technology
- We will also send an email this month about our summer shadowing opportunity.

### *June -July 2023*

Strategy: Interested students experience what it's like to be in STEP.

- We offer a summer shadowing opportunity.
  - Students will have a chance to shadow a current candidate of STEP. They will see what the daily schedule looks like, spend time in a real classroom observing teaching methods and sit in on graduate level courses.
  - Due to a number of limitations we will only be accepting eight students. It is a competitive opportunity and students must express real interest in the program.
- Timeline: One student per week for eight weeks (8 students in total).
- Resources: Collaboration with current candidates and professionals in STEP

### *August - September 2023*

Strategy: Strengthen the marketing plan

- Continue sending emails and posting on social media
  - We want to take this time to slow down our events and place our focus on sending emails and maintaining a social media presence. At this time we are considering creating our own TikTok account called "STEPatStanford". Our goal is to make this social media presence feel personal. We will work with different candidates in STEP to learn more about their life at Stanford.
  - Video topics may include: favorite places to eat at Stanford, best close places to travel, things to do downtown and a day in life at school.
- Timeline: TikTok videos at least every 3 days and emails once or twice a week
- Resources: Current STEP students and a social media manager

### *October 2023*

At this point in the plan, our team will continue marketing on social media, sending out email communications and answering any questions from potential candidates. However, the majority of October will be spent analyzing the immense amount of data collected in the past nine months.

## **Conclusion**

Through analyzing competitors and forming partnerships with different organizations, we have put together a solid plan that addresses what we need to do to reach our target audience. Our partnerships, social media accounts, events and other marketing tools that I have discussed, will allow us to increase STEP enrollment. We understand that the plan may need to be adjusted due to a number of limitations, but we believe that this is a solid foundation that will evolve in years to come.

# Appendix

## Persona 1: Angela Martinez



### ANGELA MARTINEZ

JUNIOR AT CALIFORNIA STATE UNIVERSITY MONTEREY BAY (CSUMB)

Angela is a first-generation American who was born and raised in California. Her native language is Spanish and her passion is to be a mentor for young latinx students.

#### INTERESTS

- Traveling
- Dancing
- Reading
- Learning languages

#### WORK EXPERIENCE

English Teaching Assistant

2021-present

Works with professors in the English department to teach introductory English courses to first-year students. Duties include hosting tutoring sessions, grading homework and attending lectures for additional support.

#### EDUCATION

BACHELOR OF ARTS, CSUMB

2020 - present

Current president of LatinxPride club majoring in English literature and minoring in French.

#### SKILLS

Customer service	★★★★☆
Spanish language	★★★★★
Mentoring	★★★★☆


#### CONCERNS

- Family commitments
- Housing

#### LANGUAGES

- Spanish
- English
- French

Persona 2: Samuel Johnson

	<div><div>SAMUEL JOHNSON</div><div>SENIOR AT U.C. BERKELEY</div></div> <div>Samuel is majoring in history with a minor in sociology. He grew up in Michigan and loves to ski. After visiting San Francisco on a family trip when he was a kid, he knew he wanted to move to California. He relocated to Berkeley in 2019.</div> <div>Languages: English and Portuguese</div>
EXPERIENCE	SKILLS
<div><div>GAP YEAR ABROAD</div><div><ul style="list-style-type: none"><li>Samuel spent a year backpacking around Latin America. Most of his time was spent in Brazil to reconnect with his heritage. Upon returning he has gained a deeper sense of cultural awareness and speaks Portuguese fluently.</li></ul></div></div>	<div><div>Portuguese</div><div>Graphic Design</div><div>Mentoring</div><div>Skiing</div><div>Coding</div></div> <div><div><div></div></div><div><div></div></div><div><div></div></div><div><div></div></div><div><div></div></div></div>
CONCERNS	EDUCATION
<div><ul style="list-style-type: none"><li>Balancing work and school</li><li>Finding affordable housing</li><li>"What if i don't end up liking teaching?"</li></ul></div>	<div><div>U.C. BERKELEY, BERKELEY CA</div><div>2019 – present</div><div><ul style="list-style-type: none"><li>Studying history with a minor in sociology</li><li>Vice President of the youth mentor program</li></ul></div></div> <div><div>UNIVERSITY OF PERUGIA, PERUGIA ITALY</div><div>Winter 2020</div><div><ul style="list-style-type: none"><li>Spent the winter semester in Italy learning about art history through various lectures and experiential learning activities</li></ul></div></div>