ALM in Mathematics for Teaching

- Capstone track
- Thesis track

**Age Breakdown**
- 25% < 30
- 40% 31-40
- 35% 41+

**Average Age**
- 37

**Degree Candidates**
- 63

**Reasons for Pursuing Degree**
- 4% Personal Enrichment
- 8% Career Change
- 36% Deepen Expertise
- 52% Career Advancement

**Years of Students Full-Time Work Experience**
- 4 years & under....25%
- 5-10 years...........35%
- 11-20 years...........20%
- Over 20 years...........20%

**Math for Teaching Graduate Certificates**
- Math Leadership
- Learning Design and Technology

**76% Of Students Have Professional Experience in the Field**

**Avg # of Courses Taken Per Semester**
- 65%
- 29%
- 6%
- 4%

**Graduation Rate**
- 90%

**Average Time to Graduation**
- 5 years

**Benefits of Being a Degree Candidate**
- Personal academic advising & pre-degree advising
- Career resources and individual career counseling through Harvard’s Office of Career Services
- Paid research opportunities alongside Harvard faculty
- Earn a graduate certificate while earning the degree

Learn more at extension.harvard.edu
Many graduates have gone on to further professional graduate or doctoral study at...

- Harvard University
- Tufts University
- Columbia University
- Stanford University
- University of Manchester (UK)
- University of Michigan
- University of Washington
- University of British Columbia
- University of Sydney
- University of Oregon
- University of Massachusetts

Meet ALM in Math for Teaching Graduate, Kyle Botkin.

Job title prior to HES:

Current job title:

How has earning a degree from HES helped you professionally?

I was already a math teacher before enrolling in the Math for Teaching master’s program at HES. I am still a math teacher today.

Earning my degree from Harvard Extension has helped me professionally by opening up doors to teach at great schools. Immediately upon graduation I received a job at The Kinkaid School in Houston, TX. I do not believe I would have gotten a teaching position at such a good school without my time at Harvard. I have since moved on and now teach at Jackson Hole Classical Academy in Jackson, WY. Beyond helping me to secure good jobs, I truly believe that I am a much better math teacher! My professors were excellent teachers. In addition to actually learning math from them, I took the opportunity to watch how they teach and paid attention to how they presented the content. I also learned a lot from the community of other math teachers enrolled in the program. I left the program a much better mathematician and my teaching style completely changed.

Most helpful resource at HES:

The most useful resources at HES were the professors who have supported me as a math teacher even AFTER graduation! Other than the professors, the most useful resource was having access to the libraries on campus for studying and research.

Advice for prospective or current degree candidates:

My advice for prospective degree candidates is that you will get out of the program what you put in. The professors and resources are world class. Take advantage of it and do your best! If you truly want to be a great math teacher, I can think of no better way than by learning from the best.

For more information on career highlights, visit our Career and Academic Resource Center (CARC) at carc.extension.harvard.edu