



Francis Pearman

Assistant Professor of Education
Graduate School of Education

 Curriculum Vitae available Online

CONTACT INFORMATION

- **Admin. Support**

John Baker

Email jwbaker1@stanford.edu

Bio

BIO

Francis A. Pearman is an Assistant Professor of Education in the Graduate School of Education at Stanford University. His research focuses on how poverty and inequality shape the life chances of children, especially in rapidly changing cities. Pearman holds a Ph.D. and M.Ed. from Vanderbilt University and a B.S. from the University of Virginia.

ACADEMIC APPOINTMENTS

- Assistant Professor, Graduate School of Education
- Member, Maternal & Child Health Research Institute (MCHRI)

PROFESSIONAL EDUCATION

- Ph.D., Vanderbilt University (2017)
- M.Ed., Vanderbilt University (2012)
- B.S., University of Virginia (2005)

Research & Scholarship

RESEARCH INTERESTS

- Early Childhood
- Educational Policy
- Poverty and Inequality
- Race and Ethnicity
- Research Methods
- Sociology

Teaching

COURSES

2025-26

- Advanced Topics in Quantitative Policy Analysis: EDUC 339 (Aut, Win, Spr)
- Education Policy in the United States: EDUC 271 (Win)
- Education Policy in the United States: GSBGEN 347 (Win)
- RILE Colloquium on Race, Inequality, and Language in Education: EDUC 489 (Win)
- Urban Education: AFRICAAM 112, CSRE 112X, EDUC 112, EDUC 212, SOC 129X, SOC 229X, URBANST 115 (Spr)

2024-25

- Advanced Topics in Quantitative Policy Analysis: EDUC 339 (Spr)
- Education Policy in the United States: EDUC 271 (Win)
- Education Policy in the United States: GSBGEN 347 (Win)
- RILE Colloquium on Race, Inequality, and Language in Education: EDUC 489 (Spr)
- Urban Education: CSRE 112X, EDUC 112, EDUC 212, SOC 129X, SOC 229X, URBANST 115 (Spr)

2023-24

- Advanced Topics in Quantitative Policy Analysis: EDUC 339 (Spr)
- Education Policy in the United States: EDUC 271 (Win)
- Education Policy in the United States: GSBGEN 347 (Win)
- RILE Colloquium on Race, Inequality, and Language in Education: EDUC 489 (Spr)
- Urban Education: AFRICAAM 112, CSRE 112X, EDUC 112, EDUC 212, SOC 129X, SOC 229X, URBANST 115 (Spr)

2022-23

- Advanced Topics in Quantitative Policy Analysis: EDUC 339 (Aut)
- Education Policy in the United States: EDUC 271 (Aut)
- Education Policy in the United States: GSBGEN 347 (Aut)
- RILE Colloquium on Race, Inequality, and Language in Education: EDUC 489 (Aut)

STANFORD ADVISEES

Doctoral Dissertation Reader (AC)

Tyler McDaniel, Tamara Sobomehin

Doctoral Dissertation Advisor (AC)

Derric Heck

Master's Program Advisor

Jack Tafolla

Doctoral (Program)

Kendall Cole, Derric Heck, Mike O'Key

Publications

PUBLICATIONS

- **Income and campus application disparities among European and non-European heritage Hispanic undergraduate applicants.** *PNAS nexus*
Alvero, A. J., Giebel, S., Pearman, F. A.
2024; 3 (9): pgae337
- **Considering Race in Teacher Well-Being** *EDUCATIONAL EVALUATION AND POLICY ANALYSIS*

-
- Griffiths, C. M., Brady, S. T., Pearman, F. A.
2024
- **Racialized Closures and the Shuttering of Black Schools: Evidence from National Data** *HARVARD EDUCATIONAL REVIEW*
Greene-Bell, D., Pearman, F. A.
2024; 94 (2): 187-210
 - **Gentrification, displacement, and academic achievement: A formal mediation analysis.** *Social science research*
Pearman, F. A., Steyer, L.
2023; 115: 102905
 - **School Closures and the Gentrification of the Black Metropolis** *SOCIOLOGY OF EDUCATION*
Pearman, F. A., Greene, D.
2022
 - **Collective Racial Bias and the Black-White Test Score Gap** *RACE AND SOCIAL PROBLEMS*
Pearman, F. A.
2021
 - **Gentrified Discipline: The Impact of Gentrification on Exclusionary Punishment in Public Schools** *Social Problems*
Pearman, F. A.
2021: 1–21
 - **Teachers, Schools, and Pre-K Effect Persistence: An Examination of the Sustaining Environment Hypothesis.** *Journal of research on educational effectiveness*
Pearman, F. A., Springer, M., Lipsey, M., Lachowicz, M., Swain, W., Farran, D.
2020; 13 (4): 547-573
 - **Gentrification, Geography, and the Declining Enrollment of Neighborhood Schools** *URBAN EDUCATION*
Pearman, F. A.
2019
 - **Are Achievement Gaps Related to Discipline Gaps? Evidence From National Data** *AERA OPEN*
Pearman, F. A., Curran, F., Fisher, B., Gardella, J.
2019; 5 (4)
 - **The Effect of Neighborhood Poverty on Math Achievement: Evidence From a Value-Added Design** *EDUCATION AND URBAN SOCIETY*
Pearman, F. A.
2019; 51 (2): 289–307
 - **Gentrification and Academic Achievement: A Review of Recent Research** *REVIEW OF EDUCATIONAL RESEARCH*
Pearman, F. A.
2019; 89 (1): 125–65
 - **The Moderating Effect of Neighborhood Poverty on Preschool Effectiveness: Evidence From the Tennessee Voluntary Prekindergarten Experiment** *American Educational Research Journal*
Pearman, F. A.
2019
 - **Risk, protection, and identity development in high-achieving black males in high school** *Journal of Research on Adolescence*
Houston, S., Pearman, F., McGee, E.
2019
 - **Students' feelings of safety, exposure to violence and victimization, and authoritative school climate** *American Journal of Criminal Justice*
Fisher, B., Viano, S., Curran, C., Pearman, F., Gardella, J.
2018; 43 (1): 6–25
 - **School Choice, Gentrification, and the Variable Significance of Racial Stratification in Urban Neighborhoods** *SOCIOLOGY OF EDUCATION*
Pearman, F. A., Swain, W. A.
2017; 90 (3): 213–35

- **Understanding Black male mathematics high achievers from the inside out: Internal risk and protective factors in high school.** *The Urban Review*
McGee, E., Pearman, F. A.
2015; 47 (3): 513-540
- **Risk and Protective Factors in Mathematically Talented Black Male Students Snapshots From Kindergarten Through Eighth Grade** *URBAN EDUCATION*
McGee, E. O., Pearman, F.
2014; 49 (4): 363-93