

CURRICULUM VITAE
FRANCIS A. PEARMAN, II

Stanford University
Graduate School of Education
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APPOINTMENTS

Stanford University

Assistant Professor of Education (2019 - present)
Faculty Steering Committee, Center for Educational Policy and Analysis (2019 - present)
Faculty Advisory Committee, John Gardner Center (2019 - present)
Faculty Affiliate, Stanford Center on Poverty and Inequality (2019 - present)
Faculty Affiliate, Urban Studies (2019 - present)

University of Pittsburgh

Assistant Professor of Urban Education (2017- 2019)
Faculty Affiliate, Center for Urban Education (2017- 2019)

AREAS OF SPECIALIZATION

Urban Redevelopment
Quantitative Research Methods
Educational Inequality

EDUCATION

Ph.D., Development, Learning, and Diversity (minor: Quantitative Methods)
Peabody College, Vanderbilt University, 2017
M.Ed., Learning, Diversity, and Urban Studies
Peabody College, Vanderbilt University, 2012
B.S. in Education
Curry School of Education, University of Virginia, 2005

AWARDS

Provost's Graduate Fellowship
Vanderbilt University, 2012-2017
Predoctoral Fellowship
National Institutes of Health, 2015-2017

QUANTITATIVE METHODS TRAINING AND TECHNICAL SKILLS

- Causal Inference, Structural Equation Modeling, Multilevel Modeling, Latent Growth

PEER-REVIEWED JOURNAL PUBLICATIONS

- Pearman, F.A., Springer, M., Lipsey, M., Lachowicz, M., Farran, D., & Swain, W. (Forthcoming). Teachers, Schools, and Pre-K Effect Persistence: An Examination of the Sustaining Environment Hypothesis. *Journal of Research on Educational Effectiveness*.
- Pearman, F. A. (forthcoming). The moderating effect of neighborhood poverty on preschool effectiveness: Evidence from the Tennessee Voluntary Prekindergarten Experiment. *American Educational Research Journal*.
- Houston, S. L., Pearman, F. A., McGee, E. O. (forthcoming). Risk, protection, and identity development in high-achieving black males in high school. *Journal of Research on Adolescence*.
- Pearman, F.A. (2020). Gentrification, geography, and the declining enrollment of neighborhood schools. *Urban Education, 55*(2), 183-215.
- Pearman, F. A., Curran, F. C., Fisher, B. W., & Gardella, J. H. (2019). Are achievement gaps related to discipline gaps? Evidence from national data. *AERA Open, 5*(4), 1–18. doi:10.1177/2332858419875440
- Pearman, F. A. (2019). Gentrification and academic achievement: A review of recent research. *Review of Educational Research, 89*(1), 125-165. doi:10.3102/0034654318805924
- Pearman, F. A. (2019). The effect of neighborhood poverty on math achievement: A value-added design. *Education and Urban Society, 51*(2). doi:10.1177/0013124517715066
- Fisher, B. W., Viano, S., Curran, F. C., Pearman, F. A., & Gardella, J. H. (2018). Students' feelings of safety, exposure to violence and victimization, and authoritative school climate. *American Journal of Criminal Justice, 43*(1), 6–25. doi:10.1007/s12103-017-9406-6
- Pearman, F. A. & Swain, W. (2017). School choice, gentrification, and the variable significance of racial stratification in urban neighborhoods. *Sociology of Education, 90*(3), 213-235. doi:10.1177/0038040717710494
Media mentions: *CityLab, The Atlantic, Chalkbeat*
- McGee, E. O., & Pearman, F. A. (2015). Understanding Black male mathematics high achievers from the inside out: Internal risk and protective factors in high school. *The Urban Review, 47*(3), 513-540. doi:10.1007/s11256-014-0317-2
- McGee, E. O., & Pearman, F. A. (2014). Risk and protective factors in mathematically talented black male students: Snapshots from kindergarten through eighth grade. *Urban Education, 49*(4), 363-393. doi:10.1177/0042085914525791
- Pearman, F. A. (2014). The political nuances of narratives and an urban educator's response. *Democracy and Education, 22*(1), 1-8.
Response: Monzó, L. & Morales, P. (2016). Critical pedagogy and participatory democracy: Creating classroom contexts that challenge "common sense." A response to "The political nuances of narratives and an urban educator's response." *Democracy and Education, 24*, 1-3. <http://democracyeducationjournal.org/home/vol24/iss1/10>
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WORKING PAPERS

Pearman, F.A. (2020). County-level rates of implicit bias predict black-white test score gaps in U.S. schools. (CEPA Working Paper No.20-01). Retrieved from Stanford Center for Education Policy Analysis: <http://cepa.stanford.edu/wp20-01>

REFEREED HANDBOOK CHAPTERS

Pearman, F.A. (forthcoming). Unpacking the Relation Between Gentrification and Urban Schooling: Laying the Groundwork for Future Research. In H. Milner & K. Lomotey (Ed.), *The handbook of urban education*. New York, NY: Routledge.

Fisher, B. W., Curran, F. C., Pearman, F. A., & Gardella, J. H. (2018). Preventing gang-related problems in schools: The role of school policy. In H. Shapiro (Ed.), *The handbook of violence in education* (pp. 227-248). New Jersey: Wiley.

Milner, H. R. & Pearman, F. A. & McGee, E. O. (2013). Critical race theory, interest convergence, and teacher education. In M. Lynn & A.D. Dixson (Eds.), *The handbook of critical race theory in education* (pp. 339-354). New York: Routledge Press.

OTHER REFEREED PUBLICATIONS

Shapiro, B.R., & Pearman II, Francis A. (2017). Using the Interaction Geography Slicer to Visualize New York City Stop & Frisk. In Proceedings of the IEEE VIS 2017 Arts Program, VISAP'17. Phoenix, AZ.

UNDER REVIEW

Pearman, F. A. (revise and resubmit). The effect of gentrification on exclusionary punishment in public schools. *City & Community*.

MANUSCRIPTS IN PROGRESS

Pearman, F. A., & Heck, D. *Do school characteristics predict gentrification?*

Pearman, F. A. *Urbanicity and American schooling: A contextual analysis of urban educational environments.*

Pearman, F. A. *Gentrification, displacement, and academic achievement: A mediation analysis.*

Pearman, F. A., & Delale-O'Conner, L. *Equality of educational opportunity in the land of school choice: Racial segregation in the 21st century.*

GRANTS, AWARDS, AND FELLOWSHIPS

Pearman, F. A. (2016-2017). National Institutes of Health Pre-Doctoral Fellowship 3R01HD079461-01W1. \$92,195.

Pearman, F. A. (2012-2017). Vanderbilt Graduate Honor Scholarship. \$50,000.

Pearman, F. A. (2012). Provost Graduate Fellowship. \$5,000.

CONFERENCE PRESENTATIONS

- Pearman, F.A. (2019, November). *Sustaining Environments in the Tennessee Voluntary Preschool Experiment*. Pre-k Research Consortium. Laguna Beach, CA.
- Pearman, F.A. (2019, November). *Gentrification and Displacement: Implications for Educational Achievement*. Association for Public Policy and Management (APPAM) Annual Conference. Denver, CO.
- Pearman, F.A. (2019, October). *Educational Inequality in a Changing City*. Lecture at the Race, Inequality, and Language in Education (RILE) Conference, Palo Alto, CA.
- Pearman, F.A. (2019, April). *Gentrification, displacement, and student achievement*. Paper presented at the American Educational Research Association Annual Conference, Toronto, Ontario.
- Viano, S., Curran, C., Pearman, F.A. Fisher, B., Gardella, J. (2019, April). *The Contribution of schools to student suspension: A value added approach*. Paper presented at the American Educational Research Association Annual Conference, Toronto, Ontario.
- Pearman, F. A., & Delale-O’Conner, L. (2018, March). *Equality of educational opportunity in the land of school choice: Racial segregation in the 21st Century*. Paper presented at the Society for Research on Educational Effectiveness Annual Conference, Washington, DC.
- Pearman, F. A. (2017, March). *Race, exclusion, and achievement in the modern schoolhouse*. Paper presented at the Association for Education Finance and Policy Spring Research Annual Conference, Washington, DC.
- Pearman, F. A. (2017, March). *The moderating effect of neighborhood disadvantage on preschool effectiveness: Evidence from Tennessee*. Paper presented at the Society for Research on Educational Effectiveness Annual Conference, Washington, DC.
- Pearman, F. A. (2016, November). *The influence of neighborhood gentrification on exclusionary discipline in American schools*. Paper presented at the Association for Public Policy and Management Annual Fall Research Conference, Washington, DC.
- Pearman, F. A., & Swain, W. (2016, June). *The influence of school choice on neighborhood gentrification*. Paper presented at the Association for Public Policy Analysis and Management International Conference, London, England.
- Pearman, F. A., (2016, April). *Re-“place”-ing the “urban” in urban education: A geographic analysis of urban educational environments across America*. Paper presented at the American Educational Researchers Association. Washington, D.C.
- Khan, J., Hall, R., & Pearman, F. A. (2016, April). *Telling the city with big data*. Paper presented at the American Educational Researchers Association. Washington, D.C.
- Pearman, F. A., (2015, October 2). *Unequal poverty: Income inequality and high poverty schooling*. Symposium conducted at the Transcending the Economic Divide: Talent Development of High-Ability, Low-Income Students Conference. Nashville, TN.
- Fisher, B., Curran, C., Pearman, F. A., Alder, S., & Gardella, J. (2015, November 20) *Authoritative school climate, victimization, and perceived safety: Results from two national surveys*. Paper presented at American Society of Criminology. Washington, D.C.
- Pearman, F. A. (2015, May). *Neoliberalism, ambitious discipline, and the social practice of teaching*. Poster presented at the Social Policy and Research in Cognition Mathematics Education Conference. Berkeley, CA.

- Pearman, F. A. (2015, April). *Self and the city: Freight-bopping and the curation of freedom*. Paper presented at the American Association of Geographers. Chicago, IL.
- Pearman, F. A. (2014, June). *Learning to survive "home-free": Compulsory learning and the politics of freight-bopping mobility*. Poster presented at the International Conference of the Learning Sciences. Boulder, CO.
- Pearman, F. A., & McGee, E. O. (2014, April). *Risk and protective trajectories in mathematically talented Black male students: Snapshots from 9th-12th grades*. Paper presented at the American Educational Research Association Annual Conference. Philadelphia, PA.
- McGee, E. O., & Pearman, F. A. (2013, June). *Risk and protective trajectories in mathematically talented Black male students: Snapshots from K through eighth grade*. In James Earl Davis (Chair). Symposium conducted at the National Science Foundation Symposium STEMing the Tide Conference. Warrington, VA.
- Pearman, F. A., & Merrifield, N. (2012, November 16). *Examining mindsets: Preparing pre-service teachers for diverse urban communities*. Paper presented at the National Alliance for Black Student Educators Annual Conference, Nashville, TN.
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SCHOLARLY LECTURES

- Pearman, F. A. (2020, Feb 7th). *Equity in Discipline and Achievement in Schools*. Grantmakers for Education, Palo Alto, CA.
- Pearman, F. A. (2020, January 20th). *Discipline, Achievement, and Racial Inequality in Schools*. U.S. Department of Education, Office for Civil Rights (OCR), Discipline Network, San Francisco, CA.
- Pearman, F. A. (2019, November 1st). *Urban Schools and the Gentrification Debate*. POLS Seminar, Stanford University, Palo Alto, CA. (Prof. Mitchell Stevens).
- Pearman, F. A. (2019, October 24th). *Race, Place, and Education*. Sociology of Education, Stanford University, Palo Alto, CA. (Prof. Mitchell Stevens).
- Pearman, F. A. (2019, October 22nd). *Gentrification and Cultural Displacement*. Freshman Seminar: Hip Hop and Public Policy, University of Georgia. Athens, GA. (Prof. Walker Swain).
- Pearman, F. A. (2019, September 19th). *Understanding Gentrification and its Implications for Education*. Equity and Diversity in Education. Peabody College of Education, Vanderbilt University. Nashville, TN. (Prof. Ebony McGee).
- Pearman, F. A. (2019, March 7). *Neighborhood Disadvantage and the Preschool Effect*. University of Pittsburgh. Psychology Department Brown Bag series. Pittsburgh, PA.
- Pearman, F. A. (2019, February 11). *Neighborhoods, Equity, and Preschool Access*. New York University. IES-funded Predoctoral Interdisciplinary Research Training (PIRT) seminar series. New York, NY.
- Pearman, F. A. (2018, August 30). *Educational access and residential (dis)advantage in early childhood*. Undergraduate class: Politics, Policymaking and American Schools. University of North Carolina at Chapel Hill. (Prof. Matthew Springer).

- Pearman, F. A. (2018, July 12). *The changing geography of opportunity in Pittsburgh and beyond*. Presentation to the Office of Mayor William Peduto. Pittsburgh, PA.
- Pearman, F. A. (2018, July 12). *Gentrification and urban schooling: Remarks for practitioners*. Heinz Fellows Presentation. Pittsburgh, PA.
- Pearman, F. A. (2018, April 11). *Opportunity gaps in the changing city*. Keynote Address. 50th Anniversary of the Fair Housing Act. August Wilson Center. Pittsburgh, PA.
- Pearman, F. A. (2018, March 28). *Gentrification and school choice*. Seminar on Gentrification and Schooling. University of Texas-Austin. (Prof. Terrance Green).
- Pearman, F. A. (2017, November 17). *Neighborhood determinants of preschool effectiveness*. Learning Sciences and Policy (LSAP) and Applied Developmental Psychology (ADP) Colloquium Series. University of Pittsburgh.
- Pearman, F. A. (2015, November 10). *Income inequality and American schooling*. EDUC-1220, Society, the School, and the Teacher. Peabody College of Education. Vanderbilt University. (Prof. Catherine McTamane).
- Pearman, F. A., & Hadd, A. (2014, April, 8). *Risk, protection, and race: Building a multi-level model for resilient Chicago youth*. PSY-GS-321, Peabody College of Education, Vanderbilt University. (Prof. Kris Preacher).
- Pearman, F. A. (2013, October 7). *Learning amidst inequality: Narratives from the rails*. EDUC 2690. Peabody College of Education, Vanderbilt University. (Prof. Marcy Singer-Gabella & Barbara Stengel).
- Pearman, F. A. (2013, September 7). *Contribution versus resistance: Narratives of social movements*. EDUC 3050, Peabody College of Education, Vanderbilt University. (Prof. Ann Neely).
- Pearman, F. A. (2013, April 15). *The construction and complication of resilience*. EDUC 3963. Peabody College of Education, Vanderbilt University. (Prof. Rich Milner).
- Pearman, F. A. (2013, March 25). *Narratives of resilience*. EDUC 3700, Peabody College of Education, Vanderbilt University. (Prof. Rogers Hall).
- Pearman, F. A. (2013, January 28). *The ethics of race, class, and gender in the new school*. SOC 256. Department of Sociology, Vanderbilt University. (Prof. Stan Thangaraj).
- Pearman, F. A. (2013, January 23). *Culture, class, and opportunity*. WGS 99, Commons Seminar, Vanderbilt University. (Prof. Stan Thangaraj).
- Pearman, F. A. (2012, July 23). *Political nuances of narratives and an urban educator's response*. EDUC 3050, Peabody College of Education, Vanderbilt University. (Prof. Ann Neely).

SERVICE TO THE PROFESSION

Editorial Board member: Urban Education

Peer reviewer: American Educational Research Journal, Sociology of Education, Urban Education, Social Problems, Education Policy

TEACHING EXPERIENCE

Instructor: Intermediate Quantitative Methods: Regression Analysis. University of Pittsburgh, Spring 2019.

Instructor: Urban Schools and Social Policy. University of Pittsburgh, Spring 2019.

Instructor: Urban Schools and Social Policy. University of Pittsburgh, Fall 2018.

Instructor: The Urban Environment. University of Pittsburgh, Fall 2018.

Co-Instructor: Systematic Reviews and Scholarly Writing. University of Pittsburgh, Fall 2017.