

Jane Elizabeth Rochmes

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PROFESSIONAL EXPERIENCE

Postdoctoral Fellow, Center for Education Policy Analysis, Stanford University, 2014 – present.

EDUCATION

Ph.D., Joint Doctoral Program in Public Policy and Sociology, Population Studies Center Trainee, University of Michigan, Ann Arbor, MI, 2014.

M.A., Sociology, University of Michigan, Ann Arbor, MI, 2010.

B.A., Sociology, *summa cum laude*, Rice University, Houston, TX, 2006.

RESEARCH INTERESTS

Sociology of Education, Inequality, Race and Ethnicity, Education Policy, Social Demography

DISSERTATION RESEARCH

Teachers' Beliefs About Students' Social Disadvantage: Exploring High School Contexts and Teachers' Influence on the Achievement Gap

My dissertation explores teachers' beliefs about the extent to which students' social background is an obstacle to effective teaching. Beliefs of empowerment to overcome social disadvantage have been highlighted in accounts of so-called "transformational" schools—where students of color and from low-income families perform far better than their social background predicts—but have never been systematically analyzed. I use data from the High School Longitudinal Study of 2009 and quantitative techniques to provide the first large-scale examination of teachers' beliefs of helplessness or empowerment to overcome students' social disadvantage, and the implications of such teacher beliefs for educational inequality. My dissertation examines the national prevalence of these beliefs among teachers, the school contexts surrounding such beliefs, how teachers' beliefs about student' social disadvantage relate to students' educational outcomes, and whether this relationship varies by student race and socioeconomic status.

Committee: David K. Cohen (co-chair), David J. Harding (co-chair), Elizabeth A. Armstrong, Mary Corcoran, Karyn Lacy

PUBLICATIONS

Torres, D. Diego, **Jane Rochmes**, & David J. Harding. Forthcoming. "Enrollment and Degree Completion at For-Profit Colleges versus Traditional Institutions." In McMillan-Cottom, Tressie &

William Darity, Jr. (eds), *Profit U: The Rise of For-Profit Higher Education*. Washington, DC: AERA Books.

Rochmes, Jane. 2011. Review of *Kids Don't Want to Fail: Oppositional Culture and the Black-White Achievement Gap* by Angel L. Harris. *Teachers College Record*. Accessible at: <http://www.tcrecord.org>, ID Number: 16569.

MANUSCRIPTS UNDER REVIEW

Rochmes, Jane. "The Relationship Between Teacher's Beliefs About Students' Social Disadvantage and Student Achievement."

Rochmes, Jane. "School-Based Health Services and Adolescents' Academic Performance: The Role of School Provision of Preventive and Physical Health Services in Educational Outcomes."

MANUSCRIPTS IN PREPARATION

Rochmes, Jane. "School Contexts of Empowerment and Helplessness to Overcome Students' Social Disadvantage: An Examination of How Schools Shape Teachers' Beliefs about What Is Possible."

Harding, David J., **Jane Rochmes**, & D. Diego Torres. "For-Profit Colleges and Educational Attainment."

Demetra Kalogrides, Susanna Loeb, & **Jane Rochmes**. "Student Sorting Within an Intra-District School Choice System."

Emily Penner & **Jane Rochmes**. "Race and Gender Inequality in Teacher Hiring."

GRANTS AND FELLOWSHIPS

Stanford Graduate School of Education Incentive Fund, "Identifying and Addressing Human Resource Needs in SFUSD" (Susanna Loeb, PI). 2015. \$75,000.

Mathematica Policy Research Summer Fellowship, Oakland, CA, 2011.

Fellowship in residence at national public policy research organization developing dissertation proposal with guidance from policy researchers.

Center for Public Policy in Diverse Societies Research Grant, University of Michigan, 2011.

Research grant awarded to support "Teachers' Beliefs About Students' Social Disadvantage."

National Institute of Child Health and Human Development (NICHD) Traineeship, Population Studies Center, University of Michigan, 2007-2010.

PRESENTATIONS

"**Race and Gender Inequality in Teacher Hiring.**" Paper presented at the Society for the Advancement of Socio-Economics (SASE) Annual Meeting. July 2015. London.

"**Teachers' Beliefs About Students' Social Disadvantage and Disadvantaged Kids: Who Benefits Most from Empowered Teacher Attitudes?**" Paper presented at the Sociology of Education Association Conference. February 2014. Pacific Grove, CA.

“For-Profit Colleges and Associate’s Degree Receipt: Evidence from NLSY97.” Paper presented at the Sociology of Education Association Conference. February 2014. Pacific Grove, CA.

“The Relationship Between Teacher’s Beliefs About Students’ Social Disadvantage and Students’ Educational Outcomes.” Paper presented at the American Educational Research Association Annual Meeting. April 2013. San Francisco, CA.

“School Contexts of Empowerment and Helplessness to Overcome Students’ Social Disadvantage: An Examination of How Schools Shape Teachers’ Beliefs about What Is Possible.” Paper presented at the Sociology of Education Association Conference. February 2013. Pacific Grove, CA.

“Teachers’ Beliefs of Helplessness to Overcome Students’ Social Disadvantages: Prevalence, Correlates, and School Contexts.” Paper presented at the American Sociological Association Annual Meeting. August 2012. Denver, CO.

“For-Profit Colleges, Educational Attainment, and Labor Market Outcomes.” Poster presented at the Population Association of America Annual Meeting. April 2011. Washington, DC.

“School-Based Health Services and Adolescents’ Educational Outcomes: What Nationally Representative Data Can Tell Us about Service Provision and Impacts.” Paper presented at the Population Association of America Annual Meeting. April 2010. Dallas, TX.

“The Contribution of Parent-Child Relationship Characteristics to Racial and Ethnic Disparities in Adolescent Depression.” Paper presented at the Southern Sociological Society Annual Meeting. March 2006. New Orleans, LA.

TEACHING EXPERIENCE

Graduate Student Instructor (Primary), Sociology 303/Afroamerican & African Studies 303: Race & Ethnicity, University of Michigan, Spring 2014.

Graduate Student Instructor (Assistant), Sociology 303/Afroamerican & African Studies 303: Race & Ethnicity, University of Michigan, Winter 2013.

- Recipient of the **Outstanding Graduate Student Instructor Award**, Sociology Department, University of Michigan, 2014.
- Nominated for the university-wide Outstanding Graduate Student Instructor Award, Rackham Graduate School, University of Michigan, 2014.

Graduate Student Instructor (Assistant), Sociology 304/American Culture 304: American Immigration, University of Michigan, Fall 2010.

Teaching Assistant, Sociology 398: Social Statistics, Rice University, Fall 2005.

RESEARCH EXPERIENCE

School Reform and Beyond, Research Assistant, 2008-2010.

Examined how incentivized strategies to improve parents’ capacities and children’s readiness to learn impact educational outcomes, as well as other school reform possibilities, under David Featherman, Ph.D.

Relationship Dynamics and Social Life, Research Assistant, 2007-2008.

Conducted literature review and questionnaire development for a prospective survey project examining women's relationships and pregnancies, under Jennifer Barber, Ph.D.

Michigan Prisoner Reentry Project, Research Assistant, 2007.

Compiled and analyzed geographic data as well as supervised undergraduate assistants for a study of neighborhood effects on recidivism, under Jeffrey Morenoff, Ph.D. and David Harding, Ph.D.

"When 'Academic' Means 'Low': High- and Low-Track Disparities at a Gifted and Talented Middle School," Independent Research, 2005.

Observed "regular" and "gifted and talented" eighth grade history classrooms in a Houston middle school using a grounded theory approach to discern disparities in achievement and educational experiences as part of a graduate-level course in educational fieldwork at Rice University.

HONORS & AWARDS

Phi Beta Kappa, 2006.

Weber-Durkheim Award for Excellence in Sociology, Rice University, 2006.

Cash prize awarded to one outstanding senior major in Sociology in recognition of undergraduate work.

Center for the Study of Women, Gender, and Sexuality Undergraduate Essay Competition Winner, Rice University, 2006.

Cash prize awarded in recognition of best undergraduate paper, titled "Ms. Magazine and the Failed Connection of Feminism and Welfare Rights."

Walter Hall Scholar Fellowship, Rice University, 2005.

Research fellowship awarded to one Rice sociology undergraduate each year; provides summer funding and research training for majors who are seriously considering careers in sociology.

SERVICE

Inequality Working Group Student Facilitator, University of Michigan, Department of Sociology, 2010-2011.

Committee on Curriculum and Educational Policy Student Representative, 2008-2009.

Sociology Graduate Student Buddy, 2007-2008, 2011-2012, 2012-2013, 2013-2014.

PROFESSIONAL MEMBERSHIPS

American Sociological Association, American Educational Research Association, Association for Public Policy Analysis and Management, Sociology of Education Association

REFERENCES

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