

CYNTHIA ELLEN COBURN

School of Education and Social Policy, Northwestern University
cynthia.coburn@northwestern.edu

EDUCATION

- 2001 **Ph.D. in Education**, Stanford University
 Doctoral committee: Milbrey McLaughlin (chair), Larry Cuban, W. Richard Scott, Joan Talbert
- 1997 **M.A. in Sociology**, Stanford University
- 1989 **B.A. in Philosophy** with minor in Women's Studies, Oberlin College

AWARDS AND HONORS

- 2025 Elected Member, American Academy of Arts and Sciences
- 2022 Outstanding Publication Award, Districts in Research and Reform Special Interest Group,
 American Educational Research Association
- 2021 Charles Deering McCormick Professorship of Teaching Excellence, Northwestern University
 (2021-2024)
- 2020 Dorothy Ann and Clarence L. Ver Steeg Distinguished Research Fellowship, Northwestern
 University
- 2020 Elected Member, National Academy of Education
- 2019 Doctor Honoris Causa (Honorary Doctoral Degree), Faculty of Psychology and Education and
 the Psychological Sciences Research Institute, UC Louvain, Louvain-la-Neuve, Belgium
- 2015 Elected Fellow, American Educational Research Association, honoring “exceptional
 contributions to and excellence in educational research”
- 2014 Association of Student Government Faculty and Administration Honor Roll, for excellence in
 undergraduate teaching, Northwestern University
- 2014 Chair of Educational Change, Faculty of Education, Universidad Diego Portales, Santiago,
 Chile
- 2012 Chancellor’s Professor, University of California Berkeley
- 2011 Early Career Award, in recognition of a distinguished portfolio of cumulative research within
 the first decade of career, American Educational Research Association
- 2010 Visiting Scholar, Center for Educational Policy and Innovation, Catholic University of Leuven,
 Belgium
- 2008 Regents’ Junior Faculty Fellowship, UC Berkeley
- 2008 Albert J. Harris Award for outstanding research contribution to the understanding of
 prevention or assessment of reading or learning disabilities, International Reading Association
- 2007 Outstanding Reviewer Award, *American Educational Research Journal-Social and Institutional Analysis*
- 2006 Palmer O. Johnson Award for outstanding scholarship in an AERA journal, American
 Educational Research Association
- 2003 Award of Excellence, in recognition of outstanding support to graduate students Council of
 Graduate Students in Education, University of Pittsburgh
- 2002 Dissertation Award, Division L (Politics and Policy), American Educational Research
 Association
- 1999 Spencer Foundation National Fellowship for Research Related to Education
- 1988 Phi Beta Kappa

PROFESSIONAL EXPERIENCE

- 2013-present **Professor**, School of Education and Social Policy, Northwestern University
Department of Human Development and Social Policy
Department of Learning Sciences
Faculty Associate, Institution for Policy Research
- 2021-2024 **Charles Deering McCormick Professor of Teaching Excellence**
School of Education and Social Policy, Northwestern University
Department of Human Development and Social Policy
Department of Learning Sciences
Senior Fellow, Searle Center for Teaching and Learning
Faculty Associate, Institution for Policy Research
- 2012-2014 **Associate Professor and Chancellor's Professor**
Policy, Organization, Measurement, and Evaluation
Graduate School of Education, University of California, Berkeley
- 2009-2012 **Associate Professor**, Policy, Organization, Measurement, and Evaluation
Graduate School of Education, University of California, Berkeley
- 2005-2009 **Assistant Professor**, Policy, Organization, Measurement, and Evaluation
Graduate School of Education, University of California, Berkeley
- 2001-2004 **Assistant Professor**, Administrative and Policy Studies
School of Education, University of Pittsburgh
- 2001-2004 **Research Scientist**
Learning Research and Development Center, University of Pittsburgh
- 1995-1999 **Research Assistant**, Center for Research on the Context of Teaching, directed by Milbrey McLaughlin and Joan Talbert, Stanford University, Stanford, California
- 1994-1995 **Research Assistant**, Program for Complex Instruction, directed by Elizabeth Cohen, Stanford University, Stanford, California
- 1990-1994 **Program Director**, CHIME Clearinghouse, National Center for Immigrant Students, National Coalition of Advocates for Students, Boston, Mass.
- 1990-1991 **Program Evaluator**, Viviremos AIDS Education Project, National Coalition of Advocates for Students, Boston, Mass.
- 1989-1990 **Program Associate**, Viviremos AIDS Education Project, National Coalition of Advocates for Students, Boston, Mass.

GRANTS

Principal Investigator, Silver Giving Foundation. *The relationship between continuous improvement and classroom change in P3CC* (12/1/20-9/30/23), \$697,301.

Principal Investigator. Heising-Simons Foundation, subcontract from Stanford University. *Development and Research in Early Mathematics Education, Phase IV* (7/1/20 – 6/30/22), \$421,740.

Principal Investigator. Heising-Simons Foundation, subcontract from Stanford University. *Development and Research in Early Mathematics Education, Phase III* (7/1/18 – 6/30/20), \$812,694.

Principal Investigator. Evelyn and Walter Haas Jr. Fund, subcontract from Stanford University. *Fostering Prekindergarten – 3 alignment and continuity in two California School Districts* (1/1/17 – 11/30/18), \$70,000.

Principal Investigator. Heising-Simons Foundation, subcontract from Stanford University. *Development and Research in Early Mathematics Education, Phase II* (7/1/16 – 6/30/18), \$457,921.97.

Principal Investigator, William T. Grant Foundation. *Fostering Research Use Through External Partnerships: The Role of Absorptive Capacity* (7/1/2015 – 12/31/2018), \$543,284.

Principal Investigator. Spencer Foundation. *Data, Deliberation and Decision Making about Mathematics: School Districts Respond to Common Core State Standards in Mathematics* (3/1/2015 – 12/31/2018), \$303,337.

Principal Investigator. Heising-Simons Foundation, subcontract from Stanford University. *Development and Research in Early Mathematics Education, Phase I* (12/1/14 – 6/30/16), \$357,912.

Principal Investigator. John D. and Catherine T. MacArthur Foundation. *Spread and Scale in the Digital Age*. (8/1/14 – 9/30/16), \$50,000.

Co-principal Investigator. Institute for Education Sciences. *National Center for Research in Policy and Practice*. (7/1/14 - 6/30/19), \$4,954,853.46.

Principal Investigator. John D. and Catherine T. MacArthur Foundation. *Scaling up Digital Media: Toward a Conceptual Framework*. (1/1/13 - 7/31/14), \$150,000.

Principal Investigator. William T. Grant Foundation. *From Users to Coproducers of Research Evidence: A Study of Place-based Research Partnerships* (6/1/12 - 12/31/14), \$585,216.

Principal Investigator. John D. and Catherine T. MacArthur Foundation, subcontract from the University of Pittsburgh. *Meta-Study on the Relationship Between Research and Practice--Phase 2* (4/1/05 - 8/30/09), \$401,310.

Principal Investigator. John D. and Catherine T. MacArthur Foundation, subcontract from the University of Pittsburgh. *Meta-Study on the Relationship Between Research and Practice--Phase 1* (1/1/2005 - 12/31/2005), \$129,290.

Co-principal Investigator. Spencer Foundation. *Toward Producing Usable Knowledge for the Improvement of Educational Practice* (1/1/2004 - 12/31/2006), \$396,100.

Co-principal Investigator. National Science Foundation. *Scaling Up Mathematics: The Interface of Curricula with Human and Social Capital* (1/1/2003 - 12/31/2004), \$2,664,174.

Principal Investigator. Small Grants Program, Central Research and Development Fund, University of Pittsburgh. *School Leadership and Classroom Change in Reading Instruction* (9/1/2002 - 8/31/2004), \$15,794.

PUBLICATIONS

Peer-Reviewed Journal Articles

*=undergraduate student, graduate student, or postdoctoral fellow at time of writing

Bohannon, A. X.*, Coburn, C. E., & Spillane, J. P. (2024). Research hidden in plain sight: Theorizing latent use as a form of research use. *American Educational Research Journal*, 61(3), 610–641.
<https://doi.org/10.3102/00028312241237455>

Bohannon, X.A.* & Coburn, C. E. (2023). Cascading webs of interdependence: Examining how and when coordinated change happens in a district central office partnership. *Journal of Educational Change*, 24(4), 1025–1052. <https://doi.org/10.1007/s10833-023-09478-6>

Stein, M. A.* & Coburn, C. E. (2023). Instructional policy from pre-K to third grade: The challenges of fostering alignment and continuity in two school districts. *Educational Policy*, 37(3), 840–872.
<https://doi.org/10.1177/08959048211058441>

Whyte, K. L.* & Coburn, C. E. (2022). Understanding kindergarten readiness. *Elementary School Journal*, 123(2), 344–361. <https://doi.org/10.1086/721773>

Handsman, E.,* Farrell, C. C. & Coburn, C. E. (2022). Solving for X: Constructing algebra policy during a time of change. *Sociology of Education*, 95(3), 216–232. <https://doi.org/10.1177/00380407221087479>

Farrell, C. C., Penuel, W. R., Allen, A-R, Anderson, E.,* Bohannon, X. A.,* Coburn, C. E., & Brown, S.* (2022). Learning at the boundaries of research and practice: A framework for understanding research–practice partnerships. *Educational Researcher*, 51(3), 197–208.
<https://doi.org/10.3102/0013189X211069073>

Huguet, A.*, Coburn, C. E., Farrell, C. F., Kim, D. H.* & Allen, A-R. (2021). Constraints, values, and information: How district leaders justify their positions during instructional deliberations. *American Educational Research Journal*, 58(4), 710–747. <https://doi.org/10.3102/0002831221993824>

Wong, L-S.*, Coburn, C. E. & Kamel, A.* (2020). How central office leaders influence school leaders’ decision-making: Unpacking power dynamics in two school-based decision-making systems. *Peabody Journal of Education*, 95(4), 392–407. <https://doi.org/10.1080/0161956X.2020.1800175>

- Winner, Outstanding Publication Award, Districts in Research and Reform Special Interest Group, American Educational Research Association

Farrell, C. C., Harrison, C.*, & Coburn, C. E. (2019). “What the hell is this and who the hell are you?": Role negotiation in research-practice partnerships. *AERA Open*, 5(2).
<https://doi.org/10.1177/2332858419849595>

Morel, R. P.*, Coburn, C. E., Catterson, A. K.,* & Higgs, J.* (2019). The multiple meanings of scale: Implications for researchers and practitioners. *Educational Researcher*, 48(6), 369–377.
<https://doi.org/10.3102/0013189X19860531>

Farrell, C. C., Coburn, C. E. & Chong, S.* (2018). Under what conditions do school districts learn from external partners? The role of district absorptive capacity. *American Education Research Journal*, 56(3), 955–994. <https://doi.org/10.3102/0002831218808219>

- Finalist for Outstanding Publication Award, Special Interest Group on District Research and Reform, American Educational Research Association

Penuel, W. R., Farrell, C. C., Allen, A-R, Toyama, Y.* & Coburn, C. E. (2018). What research district leaders find useful. *Educational Policy*, 32(4), 540-568. <https://doi.org/10.1177/0895904816673580>

Morel R. P.* & Coburn, C. E. (2018). Access, activation, and influence: How brokers mediate social capital among professional development providers. *American Education Research Journal*, 56(2), 247-288. <https://doi.org/10.3102/0002831218788528> [lead article]

Whyte, K. L.*, Stein, M. A.*, Kim, D.*, Jou, N. & Coburn, C. E. (2018). Mathematics in early childhood: Teacher educators' accounts of their work. *Journal of Early Childhood Teacher Education*, 39(3), 213-231. <https://doi.org/10.1080/10901027.2017.1388306>

Farrell, C. C.* & Coburn, C. E. (2017). Absorptive capacity: A conceptual framework for understanding district central office learning. *Journal of Educational Change*, 18(2), 135-159. <https://doi.org/10.1007/s10833-016-9291-7>

Huguet, A.*, Allen, A-R., Coburn, C. E., Farrell, C. C., Kim, D. H.* & Penuel, W. R. (2017). Locating data use in the microprocesses of district-level deliberations. *Nordic Journal of Studies in Education*, 3(1), 21-28. <https://doi.org/10.1080/20020317.2017.1314743>

Stipek, D., Clements, D., Coburn, C. E., Franke, M. & Farran, D. (2017). PK-3: What does it mean for instruction? *Social Policy Report*, 30(2), 1-22.

Coburn, C. E. (2016). What's policy got to do with it? How the structure-agency debate can illuminate policy implementation. *American Journal of Education*, 122(3), 465-475. <https://doi.org/10.1086/685847>

Coburn, C. E., Hill, H. C., & Spillane, J. P. (2016). Alignment and accountability in policy design & implementation: The Common Core State Standards and implementation research. *Educational Researcher*, 45(4), 243-251. <https://doi.org/10.3102/0013189X16651080>

Coburn, C. E. & Penuel, W. R. (2016). Research-practice partnerships: Outcomes, dynamics, and open questions. *Educational Researcher*, 45(1), 48-54. <https://doi.org/10.3102/0013189X16631750>

Penuel, W. R., Allen, A-R, Coburn, C. E., & Farrell, C. C.* (2015). Conceptualizing research-practice partnerships as continuous joint work at the boundaries. *Journal of Education for Students Placed at Risk*, 20(1-2), 182-197. <https://doi.org/10.1080/10824669.2014.988334>

Coburn, C. E., Mata, W.* & Choi, L.* (2013). The embeddedness of teachers' social networks: Evidence from mathematics reform. *Sociology of Education*, 86(4), 311-342. <https://doi.org/10.1177/0038040713501147>

Coburn, C. E., Russell, J. L.*, Kaufman, J.* & Stein, M. K. (2012) Supporting sustainability: Teachers' advice networks and ambitious instructional reform. *American Journal of Education*, 119(1), 137-182. <https://doi.org/10.1086/667699>

Coburn, C. E. & Turner, E. O.* (2012). The practice of data use: An introduction. *American Journal of Education*, 118(2) 99-111. <https://doi.org/10.1086/663272>

Turner, E. O.* & Coburn, C. E. (2012). Interventions to promote data use: An introduction. *Teachers College Record*. 114(11) 1-13. <https://doi.org/10.1177/016146811211401107>

- Coburn, C. E. & Woulfin, S. L.* (2012). Reading coaches and the relationship between policy and practice. *Reading Research Quarterly*, 47(1), 5-30. <https://doi.org/10.1002/RRQ.008> [lead article]
- Coburn, C. E. & Turner, E. O.* (2011). Research on data use: A framework and analysis. *Measurement: Interdisciplinary Research and Perspectives*, 9(4), 173-206. <https://doi.org/10.1080/15366367.2011.626729> [lead article]
- Coburn C. E. & Turner, E. O.* (2011). Putting the “use” back in data use: An outsider’s contribution to the measurement community’s conversation about data. *Measurement: Interdisciplinary Research and Perspectives*, 9(4), 227-234. <https://doi.org/10.1080/15366367.2011.634653>
- Coburn, C. E., Toure, J.*, & Yamashita, M.* (2009). Evidence, interpretation, and persuasion: Instructional decision making at the district central office. *Teachers College Record*, 111(4), 1115-1161.
- Coburn, C. E., Bae, S.*, & Turner, E. O.* (2008). Authority, status, and the dynamics of insider-outsider partnerships at the district level. *Peabody Journal of Education*, 83(3), 364-399. <https://doi.org/10.1080/01619560802222350>
- Coburn, C. E. & Russell, J. L.* (2008). District policy and teachers' social networks. *Educational Evaluation and Policy Analysis*, 30(3), 203-235. <https://doi.org/10.3102/0162373708321829> [lead article]
- Honig, M. I. & Coburn, C. E. (2008). Evidence-based decision making in school district central offices: Toward a policy and research agenda. *Educational Policy*, 22(4), 578-608. <https://doi.org/10.1177/0895904807307067>
- Stein, M. K., & Coburn, C. E. (2008). Architectures for learning: A comparative analysis of two urban school districts. *American Journal of Education*, 114(4), 583-626. <https://doi.org/10.1086/589315>
- Coburn, C. E. (2006). Framing the problem of reading instruction: Using frame analysis to uncover the microprocesses of policy implementation. *American Educational Research Journal*, 43(3), 343-379. <https://doi.org/10.3102/00028312043003343> [lead article]
- Awarded the 2008 Albert J. Harris Award for outstanding contribution to scholarship from the International Reading Association
- Coburn, C. E. & Talbert, J. E. (2006). Conceptions of evidence use in school districts: Mapping the terrain. *American Journal of Education*, 112(4), 469-495. <https://doi.org/10.1086/505056>
- Coburn, C. E. (2005). The role of nonsystem actors in the relationship between policy and practice: The case of reading instruction in California. *Educational Evaluation and Policy Analysis*, 27(1), 23-52. <https://doi.org/10.3102/01623737027001023>
- Awarded the 2006 Palmer O. Johnson Award for Outstanding Scholarship in an AERA journal, American Educational Research Association
- Coburn, C. E. (2005) Shaping teacher sensemaking: School leaders and the enactment of reading policy. *Educational Policy*, 19(3), 476-509. <https://doi.org/10.1177/0895904805276143>
- Coburn, C. E. (2004). Beyond decoupling: Rethinking the relationship between the institutional environment and the classroom. *Sociology of Education*, 77, 211-244. <https://doi.org/10.1177/003804070407700302>

Coburn, C. E. (2003). Rethinking scale: Moving beyond numbers to deep and lasting change. *Educational Researcher*, 32(6), 3-12. <https://doi.org/10.3102/0013189X032006003> [lead article]

Coburn, C. E. (2001). Collective sensemaking about reading: How teachers mediate reading policy in their professional communities. *Educational Evaluation and Policy Analysis*, 23(2), 145-170. <https://doi.org/10.3102/01623737023002145>

Special Issues of Journals

Coburn, C. E. & Bueschel, A. C. (Eds.) (2012). Promoting data use in education: Promises and pitfalls. Special issue of *Teachers College Record*, 114(11).

Coburn, C. E. & Bueschel, A. C. (Eds.) (2012). The practice of data use. Special issue of *American Journal of Education*, 118(2).

Other Journal Articles

Stipek, D. & Coburn, C. E. (2023). PK-12 is the new reality: How do we make it work? *AASA Journal of Scholarship and Practice*, 20(2), 38-47.

Coburn, C. E., Penuel, W. R. & Farrell, C. C. (2021). Fostering educational improvement with research-practice partnerships. *Phi Delta Kappan*, 102(7), 14–19. <https://doi.org/10.1177/00317217211007332>

Boaz, A., Coburn, C.E. et al. (2016). The future of Evidence and Policy: Moving forward from Valencia. *Evidence & Policy*, 12(1), 3–8. <https://doi.org/10.1332/174426416X14531221882404>

Coburn, C. E. & Russell, J. L.* (2008). Getting the most out of professional learning communities and coaching: Promoting interactions that support instructional improvement. *Learning Policy Brief*, 1(3), 1-4.

Honig, M. I. & Coburn, C. E. (2005). When districts use evidence to improve instruction: What do we know and where do we go from here? *Voices in Urban Education*, (6), 22-29.

Books

Coburn, C. E. & Stein, M. K., (Eds.) (2010). *Research and practice in education: Building alliances, bridging the divide*. NY: Rowman & Littlefield Publishing Group. Includes the following chapters:

Coburn, C. E. (2010). The Partnership for District Change: Challenges of evidence use in a major urban district.

Coburn, C. E. & Stein, M. K. (2010). Key lessons about the relationship between research and practice.

Stein, M. K. & Coburn, C. E. (2010). Reframing the problem of research and practice.

Book Chapters

Wong, L-S.,* Huguet, A.,* Harrison, C.W.,* Coburn, C.E. & Spillane, J.P. (2023). School leaders' use of research: Viewing research use in decision making through an organizational lens. In Tierney, R.J., Rizvi, F., Erkican, K. (Eds.), *International Encyclopedia of Education*, vol. 4. Elsevier.

- Tseng, V. & Coburn, C. E. (2019). The changing tides of evidence use in U.S. Education: From What Works to continuous improvement. In A. Boaz, H. Davies, A. Fraser & S. Nutley (eds), *What works now: Evidence informed policy and practice*. UK: Policy Press.
- Huguet, A.*, Wong, L-S.*, Harrison, C.*, Coburn, C. E., & Spillane, J. (2019). Research use and school leaders: A review of the evidence. In C. James, D. H. Eddy-Spicer, M. Connolly & S. D. Kruse (eds), *The SAGE Handbook on School Organizations*. Thousand Oaks: Sage Publications.
- Penuel, B., Gallagher, D., & Coburn, C.E. (2017). Varieties of relationships between educators and researchers. In B. Penuel & D. Gallagher, *Building and sustaining research-practice partnerships in education*. Cambridge, MA: Harvard Educational Press.
- Penuel, W. R. & Coburn, C. E. (2014). Research use at the school and district level. In K. Finnigan and A. J. Daly (eds.), *Using research evidence in education: From the schoolhouse door to Capitol Hill*.
- Penuel, W. R., Coburn, C. E., & Gallagher, D. (2013). Negotiating problems of practice in research-practice design partnerships. In W. R. Penuel, B. J. Fishman & B. H. Cheng (eds.), *Design-based implementation research. Yearbook of the National Society for the Study of Education*.
- Woulfin, S.* & Coburn, C. E. (2011). Policy implementation: The path from reading policy to classroom practice. In R. M. Bean and A. S. Dagen (Eds.), *Best practices of literacy leaders in schools*. NY: Guilford Press.
- Coburn, C. E., Choi, L.* & Mata, W.* (2010). “I would go to her because her mind is math”: Network formation in the context of district-based mathematics reform. In A. J. Daly (Ed.), *Social network theory and educational change* (pp. 33-50). Cambridge: Harvard Educational Press.
- Coburn, C. E., Pearson, P. D., & Woulfin, S.* (2010). Reading policy in the era of accountability. In M. Kamil, P. D. Pearson, E. Moje, & P. Afflerbach (Eds.) *Handbook of reading research volume IV*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Coburn, C. E., Honig, M. I., & Stein, M. K. (2009). What’s the evidence on districts’ use of evidence? In J. D. Bransford, D. J. Stipek, N. J. Vye, L. M. Gomez & D. Lam (Eds.) *The role of research in educational improvement* (pp. 67-86). Cambridge: Harvard Education Press.
- Coburn, C. E. & Stein, M. K. (2006). Communities of practice theory and the role of teacher professional community in policy implementation. In M. I. Honig, (Ed.), *New directions in education policy implementation: Confronting complexity* (pp. 25-46). Albany, NY: The State University of New York Press.

Abstracts/Articles Published in Refereed Proceedings

- Stein, M. K. & Coburn, C. E. (2003). Toward producing usable knowledge for the improvement of educational practice: A conceptual framework. In *Abstracts, Biennial Meeting of the European Conference for Research on Learning and Instruction*. Padova, Italy.

Manuscripts in Preparation

- Coburn, C. E., Higgs, J. & Morel, R. (revise and resubmit). Considerations at the intersection of equitable learning environments and scale.
- Farrell, C., Wong, L-S.*, Cowhy, J.*, Ceperich, R.*, Hopkins, M., Coburn, C.E. & Beneke, A.* (revise and resubmit). Organizational learning in school districts: A methodological approach.

- Altman, L., Bárcenas, L., Coburn, C.E., & Farrell, C. (In preparation). Conceptualizing and measuring conceptual use of research.
- Bohannon, A. X.,* Coburn, C. E., Spillane, J., Allen, A-R., & Ceperich, R.* (In preparation). The role of organizational routines in research use in urban school districts.
- Bush-Mecenas, S.,* Coburn, C.E., Elston, B. J., & Stein, A.* (In preparation). Routines for organizational learning: Lessons from district efforts to foster alignment.
- Coburn, C. E., Franke, M., Stein, M. A.,* et al (In preparation). The relationship between district policy and instructional improvement in reforming districts.
- Coburn, C. E., Morel, R.* & Buchanan, R.* (In preparation). The social structure of policy implementation: Mathematics and science professional development in the wake of Common Core.
- Coburn, C. E., Stein, M. A.* & Borsato, G. (In preparation). Alignment and continuity in district preK – 3 policy.
- Kim, D. H.*, Coburn, C. E. & Huguet, A.* (In preparation). One among many ingredients: How images of teachers get “baked in” to policy design.
- Stein, A.,* Coburn, C. E., Bohannon, A. X.*, Bárcenas, L. & Muskin, M.* (In preparation). Toward an instructional infrastructure to support instructional improvement in PreK-3 Mathematics: Four Districts’ Experiences with the California Education Partners.

Policy Briefs, White Papers, and Technical Reports

- Coburn, C. E., Stein, A.*, Bohannon, A. X.*, Bárcenas, L., & Muskin, M.* (2024). *Toward an infrastructure to support instructional improvement in preK-3 mathematics: Four districts’ experiences with California Education Partners*. Evanston IL: Northwestern University.
- Coburn, C. E., Stein, A.*, Bohannon, A. X.*, Bárcenas, L., Muskin, M.*, & Stipek, D. (2024). *Toward an infrastructure to support instructional improvement in preK-3 mathematics: Four districts’ experiences with California Education Partners: A policy brief*. Palo Alto, CA: Stanford University
- Stipek, D., Borsato, G. & Coburn, C. E. (2023). *School leaders are key to bringing early childhood education into elementary school. Policy Brief*. Stanford, CA: Development and Research in Mathematics Education.
- National Academies of Sciences, Engineering, and Medicine (2022). *The Future of Education Research at IES: Advancing an Equity-oriented Science*. Washington DC: National Academies Press.
- Stipek, D. & Coburn, C. (2022). *PreK-12 is the new reality: How do we make it work? Policy Brief*. Stanford, CA: Development and Research in Mathematics Education.
- Farrell, C. C., Penuel, W. P., Coburn, C. E., Daniel, J. & Setup, L. (2021). *Research-practice partnerships today: The state of the field*. New York, NY: William T. Grant Foundation.
- Coburn, C. E., Spillane, J. P., Bohannon, A. X., Allen, A-R, Ceperich, R., Beneke, A. & Wong, L-S (2020, December). *The role of organizational routines in research use in four large urban districts. Technical report No. 5*. Boulder, CO: National Center for Research in Policy and Practice.

- Day-Hess, C., Clements, D., Bush-Mecenas, S.*, & Coburn, C.E. (2020, July). *Examining PITCH in the context of K-3: Student Mathematics Performance*. Stanford, CA: Development and Research in Mathematics Education.
- Penuel, W. R., Farrell, C. C., Anderson, E. R.,* Coburn, C. E., Allen, A-R., Bohannon, A. X.,* Hopkins, M. & Brown, S.* (2020, July). *A comparative, descriptive study of three research-practice partnerships. Technical Report No. 4*. Boulder, CO: National Center for Research in Policy and Practice.
- Kipnis, F., Hu, S.*, Coburn, C. E., & Franke, M. (2020, February). *Mathematics curriculum: A tool for fostering continuity across PreK and elementary. Research Brief*. CA: San Francisco-SFUSD Research Practice Partnership.
- Bush-Mecenas, S.*, Coburn, C. E. & Borsato, G. (2019, August). *Understanding teachers' perspectives on early PITCH implementation: Initial report of COHERE survey findings*. Stanford, CA: Development and Research in Mathematics Education.
- Bush-Mecenas, S.*, Coburn, C. E. & Borsato, G. (2019, October). *Addressing the opportunity gap and pre-school fadeout effect: Early implementation of SFUSD's PITCH initiative in the context of preK – 3*. Stanford, CA: Development and Research in Mathematics Education.
- Coburn, C. E., McMahon, K.*, Borsato, G., Stein, A.*, Jou, N., Chong, S.*, LeMahieu, R.*, Franke, M., Ibarra, S.*, & Stipek, D. (2018). *Fostering Pre-K to Elementary Alignment and Continuity in Mathematics in Urban School Districts: Challenges and Possibilities*. Stanford, CA: Policy Analysis for California Education.
- Coburn, C. E., Friedmann, E. & Stipek, D. (2018). *Fostering pre-K to elementary alignment and continuity in urban school districts: Challenges and possibilities. A policy brief*. Stanford, CA: Policy Analysis for California Education (PACE).
- Kipnis, F. & Coburn, C. E. (2018). Summary of *Fostering Pre-K to Elementary Alignment and Continuity in Mathematics in Urban School Districts: Challenges and Possibilities*. Research Brief. San Francisco: Stanford-SFUSD Partnership.
- Whyte, K.*, McMahon, K.*, Coburn, C. E., Stein, A.* & Jou, N. (2016). *PreK – 3 alignment: A review of the evidence*. Evanston, IL: Northwestern University.
- Coburn, C.E. Catterson, A. K.*, Higgs, J.* & Morel, R.* (2013). *Spread and scale in the digital age: A Report to the MacArthur Foundation*. Evanston, IL: Northwestern University.
- Coburn, C. E., Penuel, W. R., & Geil, K. (2013). *Research-practice partnerships at the district level: A new strategy for leveraging research for educational improvement*. New York: William T. Grant Foundation.
- Coburn, C. E. & Penuel, W. R. (2011). *Research-practice partnerships: A memorandum to the William T. Grant Foundation*.
- Stein, M. K. & Coburn, C. E. (2008). *Toward producing usable knowledge for the improvement of educational practice: Final report*. Report to the Spencer Foundation.
- Coburn, C. E., Bae, S.*, Turner, E.*, & Talbert, J. E. (2007). *The Learning Partnership 2006-2007: Report to the Minneapolis Public Schools*.
- Stein, M. K. & Coburn, C. E. (2006). *Toward producing usable knowledge for the improvement of educational practice: Year three annual report*. Report to the Spencer Foundation.

Coburn, C. E. & Stein, M. K. (2005). *Toward producing usable knowledge for the improvement of educational practice: Year two annual report*. Report to the Spencer Foundation.

Stein, M. K. & Coburn, C. E. (2004). *Toward producing usable knowledge for the improvement of educational practice: Year one annual report*. Report to the Spencer Foundation.

McLaughlin, M. W., Talbert, J. E., Burch, P. E., Coburn, C. E., Cook, V., Friedrich, L. D., Meyer, E. R., & Pelika, S. (1998). *Students At The Center: Year two*. Report to the DeWitt Wallace-Reader's Digest Fund, R-98-9.

Talbert, J. E., McLaughlin, M. W., Burch, P. E., Coburn, C. E., Friedrich, L. D., Meyer, E. R., & Moffet, K. (1997). *Students at the Center: The first year*. Report to the DeWitt Wallace-Reader's Digest Fund, R-97-8.

Other

Coburn, C. E. (2001). *Making sense of reading: Logics of reading in the institutional environment and the classroom*. Unpublished Ph.D. Dissertation. Stanford University, Stanford, California.

National Center for Immigrant Education (1993). *Achieving the dream: How communities and schools can improve education for immigrant students*. Boston: National Coalition of Advocates for Students. Co-Author.

PRESENTATIONS

Invited Addresses

Coburn, C. E. (2025). *Leveraging research to foster educational improvement*. University of Chicago, May 2025.

Coburn, C. E. (2025). *Leveraging research to combat inequality*. Keynote address for the Sociology of Education Association Annual Conference, Asilomar, CA, February 2025.

Coburn, C. E. (2024). *Four questions to ask about scaling effective educational innovations*. Invited presentation to the Board of Directors for the William and Flora Hewlett Foundation. Baltimore, September 2024.

Coburn, C. E. (2024). *Supporting districts in improving the quality and coherence of mathematics instruction P-3*. Panelist, Advances in Early Math Education: Critical Issues in Policy and Practice. Stanford University, May 2024.

Coburn, C. E. (2024). *A research-based framework for spread and scale*. Presentation to the core components working group, United States Department of Health and Human Services, January 2024.

Coburn, C. E. (2023). *How to make sociological research more useful*. Presidential panel, American Sociological Association, Philadelphia, PA, August 2023.

Coburn, C. E. (2023). *Spreading and sustaining equitable innovations*. Keynote Address. Kansas Center on Research on Learning. Lawrence, KS, July 2023.

Coburn, C. E. (2022). *Organizational conditions that support research use in public agencies*. International conference of the Transforming Evidence Network, Miami, Florida, October 2022.

Coburn, C. E. (2022). *Sustaining research partnerships through challenge and change*. International conference of the Transforming Evidence Network, Miami, Florida, October 2022.

- Coburn, C. E., Dibner, K., Ming, N., & Patton-Terry, N. (2022). *The future of educational research at IES: Advancing an equity-oriented science*. Annual meeting of the National Network of Research Practice Partnerships, virtual, July 2022.
- Coburn, C. E. (2022). *Constraints, values, and information: The dynamics of school district decision making*. EEPA Speaker Series, North Carolina State University, virtual, May 2022.
- Gamoran, A., Coburn, C. E., Jones, N., Murphy, M. & Tipton, E. (2022). *The future of educational research at IES: Advancing an equity-oriented science*. Annual meeting of the American Educational Research Association, San Diego, CA, April. 2022.
- Coburn, C. E. (2022). *Constraints, values, and information: The dynamics of school district decision making*. Department of Sociology colloquium, Northwestern University, Evanston, IL, January 2022.
- Coburn, C. E. (2022). *Pathways between research and policy: New lessons and new models*. Presentation to the Board of Science Education, National Academies of Science, Engineering, and Medicine, virtual, January 2022.
- Coburn, C. E. (2021). *Taking stock of research-practice partnerships: Toward an equity agenda*. Invited presentation to the Board of Directors, William T. Grant Foundation, virtual, November 2021.
- Coburn, C. E. (2021). *Conceptualizing the problem of scale*. Keynote address at the Gates Foundation Annual Networks for School Improvement Convening, virtual, November 2021.
- Coburn, C. E. (2021). *Pathways between research and policymaking: New lessons and new models*. Invited address, University of Oslo, Oslo Norway, April 2021.
- Coburn, C. E. (2021). *Pathways between research and policymaking: New lessons and new models*. Keynote address at the annual conference for the International Congress for School Effectiveness and School Improvement, March 2021.
- Coburn, C. E. (2020). *Studying research use using observational data: Two approaches*. Plenary address for the workshop on Research Methods for Studying Use of Research Evidence, William T. Grant Foundation, November 2020.
- Coburn, C. E. (2020). *Research-practice partnerships in education*. Presentation to the interdisciplinary funders forum, organized by the William T. Grant Foundation and the Spencer Foundation, November 2020.
- Bush-Mecenas, S., Coburn, C. E., & Borsato, G. (2020). *Early implementation of the PITCH initiative in the context of preK-3*. Invited talk at the Stanford-SFUSD Annual Meeting, Stanford, CA, February 2020.
- Coburn, C. E., Stein, M. A., & Borsato, G. (2020). *Bridging the preschool and elementary divide in mathematics: Strengths and opportunities*. Invited talk at the Stanford-SFUSD Annual Meeting, Stanford, CA, February 2020.
- Hu, S., Franke, M., & Coburn, C. E. (2020). *Mathematics curriculum: A tool for fostering continuity across preschool and elementary grades*. Invited talk at the Stanford-SFUSD Annual Meeting, Stanford, CA, February 2020.
- Coburn, C. E. (2019). *Policy implementation: The intersection of learning and power*. Invited talk upon receipt of an honorary doctorate from the Faculty of Psychology and Education and the Psychological Science Research Center, CU Louvain, Louvain-la-Neuve, Belgium, December 2019.

- Coburn, C. E. (2019). *Constraints, values, and information: How district leaders justify their positions during instructional decision making*. Keynote address at Fundamental and Oft-Forgotten Perspectives on/in School Leadership, Aarhus University, Copenhagen, Denmark, October 2019.
- Goren, P. & Coburn, C. E. (2019). *How do school districts use evidence? A discussion with Paul Goren and Cynthia Coburn*. Institute for Policy Research, STEPP (Statistics for Evidence-based Policy and Practice) Center, Northwestern University, Evanston IL, November 2019.
- Coburn, C. E. (2018). *Studying research use and data use: Methodological approaches to investigating a subtle phenomenon*. Research Seminar, Universitat Autònoma de Barcelona, Barcelona Spain, November 2018.
- Coburn, C. E. (2018). *Pathways from research to policy: Implications for researchers, policymakers, and the public*. Invited lecture, CU Louvain, Louvain-la-Neuve, Belgium, November 2018.
- Coburn, C. E. (2018). *Pathways between policy and practice: The role of social networks and social interaction*. Research seminar, CU Louvain, Louvain-la-Neuve, Belgium, November 2018.
- Coburn, C. E. (2018). *Understanding the role of data in reason-giving in central office deliberations*. Seminar on data use, Oslo, Norway, June 2018.
- Coburn, C. E. (2018). *Fostering pre-K to 3 alignment and continuity in mathematics: Lessons from two California school districts*. Presentation at PACE (Policy Analysis for California Education) Research and Policy Conference, Sacramento, CA, February 2018.
- Coburn, C. E. (2017). *Pathways from research to policy: Implications for researchers and practitioners*. Keynote address to the New Zealand Association for Research in Education (NZARE) Annual Conference, Hamilton, New Zealand, November 2017.
- Coburn, C. E. (2017). *Pathways from research to policy: Implications for policy makers*. Address to the New Zealand Ministry of Education, Wellington, New Zealand, November 2017.
- Coburn, C. E. (2017). *Spread and scale: A framework for action*. Address to the New Zealand Ministry of Education, Wellington, New Zealand, November 2017.
- Coburn, C. E. (2017). *Pathways from research to policy: Implications for researchers*. Invited address, University of California, Irvine, October 2017.
- Coburn, C. E. (2017). *Modos de impactar de la investigación en las política educativas. Implicancias para investigadores y tomadores de decision*. Keynote address for the Chilean Educational Research Congress, Santiago, Chile, August 2017.
- Coburn, C. E. (2017). *Research-practice partnerships in education*. Keynote address at the Center for Interdisciplinary Study of Language and Literacy, Northern Illinois University, DeKalb, IL, June 2017.
- Coburn, C. E. (2017). *Pathways from research to policy: Implications for researchers*. Invited address, Curry School of Education, University of Virginia, April 2017.
- Coburn, C. E. (2016). *Spread and scale: A framework for action*. Invited talk for the annual Social Impact Exchange education funders conference, New York, NY, June 2016.
- Coburn, C. E., Farrell, C. F., Penuel, W. & Allen, A-R (2016). *Conceptual use of research: What it is, why it matters, and how to measure it*. William T. Grant Foundation, Washington D.C., April 2016.

- Coburn, C. E., Morel, R. & Buchanan (2015). *The social structure of policy implementation: Mathematics and science professional development in the wake of Common Core*. Center for Educational Policy Analysis, Stanford University, February 2016.
- Coburn, C. E., Morel, R. & Buchanan (2015). *The social structure of policy implementation: Mathematics and science professional development in the wake of Common Core*. Institute for Policy Research, Northwestern University, Evanston, IL, November 2015.
- Coburn, C. E. (2015). *Research-practice partnerships in education*. Science of Learning Center, University of Chicago, Chicago, IL, October 2015.
- Coburn, C. E. (2015). *Pathways from research to policy: Implications for researchers*. Keynote address, British Education Research Conference, Belfast, Ireland, September 2015.
- Coburn, C. E., Buchanan, R., & Morel, R. (2015). *The role of non-system actors in implementing the Common Core State Standards: Standards and accountability in the US*. International Seminar on the Policies of Accountability, Science Po, Paris, France, May 2015.
- Coburn, C. E. (2015). *Spread and scale in the digital age: Implications for out-of-school learning programs*. Keynote address at Wallace Foundation's annual grantee meeting, Washington DC, May 2015.
- Coburn, C. E., Buchanan, R., & Morel, R. (2015). *The social structure of policy implementation: Mathematics and science professional development in the wake of Common Core*. Invited lecture at Center for Research on Educational Opportunity, Notre Dame, South Bend, IN, April 2015.
- Coburn, C. E., Buchanan, R., and Morel, R. (2015). *The role of non-system actors in implementing the Common Core State Standards: Standards and accountability in the US*. Education and Society: Access, Opportunity, and Equity, Northwestern University and Science Po working conference, Evanston, IL, April 2015.
- Farrell, C., Coburn, C. E., Penuel, W. (2015). *Research-practice partnerships in education: Outcomes, dynamics, and open questions*. Invited talk at the Scaling Up Effective Schools National Conference, Vanderbilt University, Nashville, TN, October, 2015.
- Coburn, C. E. (2014). *Implementation of instructional policy in schools and classrooms: Lessons for school leaders*. Keynote address as Chair of Educational Change, Universidad Diego Portales, Santiago, Chile, May 17, 2014.
- Coburn, C. E., Catterson, A., Higgs, J., & Morel, R. (2014). *Approaches to Scaling*. Plenary session at the Digital Media and Learning Conference, Boston, MA, March 2014.
- Coburn, C. E. (2014). *Research-practice partnerships: Bringing research more deeply into district decision making*. Society for Research on Child Development Themed Conference: Strengthening Connections among Child and Family Research, Policy, and Practice. Alexandria, VA, April 2014.
- Coburn, C. E. (2014). *Spread and scale in the digital age*. Keynote address at the Annual Secondary Literacy Conference, Center for Teaching and Learning, University of Kansas, Lawrence, KS, July 2014.
- Coburn, C. E. (2014). *Strategies for spread and scale: Lessons from research*. Presentation at the Annual Secondary Literacy Conference, Center for Teaching and Learning, University of Kansas, Lawrence, KS, July 2014.

- Coburn, C. E. (2013). *Research-practice partnerships: Leveraging research for educational improvement*. Invited talk at the Global Urban Challenges Conference, Chicago, IL, November 2013.
- Coburn, C. E. (2013). *Institutional theory, social networks, and the spread of ideas: Implications for Policy Implementation*. Invited talk at University of Oslo, Oslo, Norway, August 2013.
- Coburn, C. E. (2013). *Problem framing and instructional reform in reading instruction*. Invited talk at University of Oslo, Oslo, Norway, August 2013.
- Coburn, C. E. (2012). *Problem framing: The intersection of power and learning in policy implementation in schools*. Invited talk as part of the “Equity, Equality, and Educational Opportunity” series, sponsored by the Stanford Center for Opportunity Policy in Education, Stanford University, November 2012.
- Coburn, C. E. (2012). *Pathways between policy and practice: The role of social networks and social interaction*. Invited address in honor of the Early Career Award, American Educational Research Association, Vancouver, British Columbia, Canada, April 2012.
- Coburn, C. E. (2012). *Research-practice partnerships: Similarities, differences, and common challenges*. Invited address to research-practice partnerships convened by the William T. Grant Foundation, Washington DC, April 2012.
- Coburn, C. E. (2012). *Sustaining changes in practice*. Invited address to i3 grantees convened by the William T. Grant Foundation, Washington DC, March 2012.
- Coburn, C. E. (2012). *District policy and teachers’ social networks: Evidence from mathematics reform*. Invited talk as part of Dean’s Distinguished Lecture Series, Harvard Graduate School of Education, February 2012.
- Coburn, C. E. (2012). *The embeddedness of teachers’ social networks: Evidence from mathematics reform*. Invited talk as part of CMART (Carnegie Mellon and RAND Traineeship in Education Research) lecture series, Carnegie Mellon University, February 2012.
- Coburn, C. E. (2012). *Problem framing and instructional reform in reading*. Invited talk at Northwestern University School of Education and Social Policy, January 2012.
- Coburn, C. E. (2011). *School leadership and classroom change in reading instruction: Lessons from the California Reading Initiative*. Keynote address at the National Education Conference, Tromsø, Norway, August 2011.
- Coburn, C. E. (2011). *The process of policymaking in reading*. Paper presented as part of Invited Presidential Symposium at the American Educational Research Association Conference, New Orleans, LA, April 2011.
- Coburn, C. E. (2010). *The rise and fall of teachers’ social networks: How policy influences teacher professional communities and why that matters for instructional reform*. Invited public lecture at Catholic University of Leuven, Leuven Belgium, March 2010.
- Coburn, C. E. (2010). *The rise and fall of teachers’ social networks: Investigating the relationship between district policy and teachers’ social relations in schools*. Invited talk as part of the Social Interaction and Organizing at Northwestern (SION) Speaker Series, Northwestern University, Evanston, IL, March 2010.
- Coburn, C. E. (2010). *The rise and fall of teachers’ social networks: Using qualitative methods to investigate teachers’ social relations over time*. Invited talk to the Multidisciplinary Program in Educational Sciences, Northwestern University, Evanston, IL, March 2010.

- Coburn, C. E., Toure, J. & Yamashita, M. (2010). *Evidence, interpretation, and persuasion: Evidence use in district central offices*. Invited address to the annual conference of Association of Supervision and Curriculum Development, San Antonio, TX, March 2010.
- Coburn, C. E. (2010). *The rise and fall of teachers' social networks: Investigating the relationship between district policy and teachers' social relations in schools*. Invited address at Vanderbilt University, Nashville, TN, January 2010.
- Pearson, P. D. & Coburn, C. E. (2010). *The impact of federal and state policy on reading instruction in California*. Invited address as part of symposium on The State of Education in California, organized by the Berkeley Review of Education, Berkeley, CA, March 2010.
- Coburn, C. E. (2009). *The rise and fall of teachers' social networks: Investigating the relationship between district policy and teachers' social relations in schools*. Invited address to Institute for Research on Educational Policy and Practice (IREPP), Stanford University, Stanford, CA, May 2009.
- Coburn, C. E. (2009). *School leadership and classroom change in reading instruction: Lessons from the California Reading Initiative*. Invited address to the Reading Research Conference, International Reading Association annual convention, Minneapolis, MN, May 2009.
- Coburn, C. E. & Stein, M. K. (2009). *What's the evidence on the relationship between research and practice?* Invited address to Research for Practice Invitational Conference, Learning Research and Development Center, University of Pittsburgh, Pittsburgh, PA, April 2009.
- Coburn, C. E. (2009). Panelist on panel discussion of Key Issues in Centralization/Decentralization. Goldman School of Public Policy, University of California Berkeley, April 2009.
- Coburn, C. E. (2008). *Supporting and sustaining Reading First: The role of the district central office*. Keynote address, Ohio Reading First Superintendents' Conference, Columbus, OH, September 2008.
- Coburn, C. E. (2008). *Evidence, interpretation, and persuasion: Using frame analysis to understand decision making at the district central office*. Invited address to the Special Interest Group on Organizational Theory, annual conference of the American Educational Research Association, New York, March 2008.
- Coburn, C. E. (2007). *Nonsystem actors as policy carriers: Using neoinstitutional theory to understand reading instruction in California*. Invited speaker, Sociology Department Colloquium Series, University of California Berkeley, Berkeley, CA, February 2007.
- Coburn, C. E. & Russell, J. L. (2007). *Teacher social networks and district policy*. Presentation at invitational conference on social capital, Learning Research and Development Center, University of Pittsburgh, Pittsburgh, PA, February 2007.
- Coburn, C. E. & Russell, J. L. (2006). *Teacher social networks: A conceptual framework and empirical analysis*. Presentation at invitational conference on teacher social networks, sponsored by the National Science Foundation and Spencer Foundation, Northwestern University, Evanston, IL, November 2006.
- Coburn, C. E. (2006). *Rethinking scale: Implications for school districts*. Keynote address at the Institute for Learning Spring Retreat, Chantilly, VA, May 2006.
- Coburn, C. E. (2006). Featured Speaker. Second Annual California Institute for Educational Leadership (CIEL), Los Angeles, CA, May 2006.

- Stein, M. K. & Coburn, C. E. (2006). *Architectures for learning: A comparative analysis of two urban school districts*. Presentation at invitational conference on the intersection between organizational learning theory and sociocultural learning theory, University of Washington, Seattle, WA, September 2006.
- Coburn, C. E. (2005). *Evidence use in schools and districts*. Invited address to the Portland Schools Foundation, Portland, Oregon, November 2005.
- Coburn, C. E. (2005). *Scaling up reform: The role of districts*. Invited address to the conference within a conference of the Philanthropy in Education special interest group, American Educational Research Association, Montreal, April 2005.
- Coburn, C. E., Engle, R., Silvestre, G., Stein, M. K., Toure, J., & Yamashita, M. (2005). *Toward producing usable knowledge for the improvement of educational practice: A cross-case analysis*. Paper presented at Invited Presidential Symposium at American Educational Research Association conference, Montreal, April 2005.
- Stein, M. K. & Coburn, C. E. (2005). *Toward producing usable knowledge for the improvement of educational practice: A conceptual framework and typology*. Paper presented at Invited Presidential Symposium at American Educational Research Association conference, Montreal, April 2005.
- Coburn, C. E., Honig, M. I., & Stein, M. K. (2004). *What is the evidence on districts' use of evidence?* Paper presented to invitational conference on evidence use, sponsored by the MacArthur Network of Teaching and Learning, Boston, MA, September 2004.
- Coburn, C. E. (2002). *Making sense of reading: Logics of reading in the institutional environment and the classroom*. Invited address as part of the 2002 Division L Dissertation Award, American Educational Research Association, New Orleans, La, April 2002.
- Coburn, C. E. (2002). *Sensemaking in community: Lessons from California on the relationship between policy and practice*. Invited address at the Ohio Literacy Institute, Columbus, Ohio, August 2002.

Peer-reviewed Presentations

- Bush-Mecenas, S., Coburn, C. E., Elston, B., & Stein, A. (2024). *Making change routine: How differing routine dynamics facilitated organizational learning in two districts*. Paper presented at the American Educational Research Association Annual Meeting, Philadelphia PA, April 2024.
- Coburn, C. E., Franke, M., Stein, A., Durkin, K., Rainey, L., Farran, D., Dawson, S., & Borsato, G. (2024). *District infrastructure to support instructional improvement in mathematics: The case of Almond Valley*. Paper presented at the American Educational Research Association Annual Meeting, Philadelphia PA, April 2024.
- Bohannon, A. X., Coburn, C. E. & Spillane, J. (2023). *Hidden in plain sight: Theorizing latent use as a new form of research use*. Paper presented at the American Educational Research Association Annual Meeting, Chicago IL, April 2023.
- Coburn, C. E., Higgs, J. & Morel, R. (2023). *Considerations for Learning Sciences at the intersection of equity and scale*. Paper presented at the American Educational Research Association Annual Meeting, Chicago IL, April 2023.

- Stein, A. & Coburn, C. E. (2023). *The relationship between mathematics coaching and broader systems for instructional improvement in two school districts*. Paper presented at the American Educational Research Association Annual Meeting, Chicago IL, April 2023.
- Bohannon, A. & Coburn, C. E. (2020) *You gotta talk the talk to change the walk: Examining changes in routines within partnerships* [Paper Session]. AERA Annual Meeting San Francisco. [Conference cancelled due to COVID-19]
- Coburn, C. E., Higgs, J. M.,* Morel, R. P.,* & Catterson, A. K.* (2020). *Spread and scale in the digital age*. Paper accepted for publication at the International Council of Learning Sciences, Nashville, TN. [Conference cancelled due to COVID-19]
- Farrell, C. C., Penuel, W. R., Allen, A-R, Anderson, E. , Bohannon, X. A.,* Coburn, C. E., & Brown, S.* (2020). *Mutual learning at the boundaries of research and practice: A framework for understanding research-practice partnerships*. Paper accepted for publication at the International Council of Learning Sciences, Nashville, TN. [Conference cancelled due to COVID-19]
- Nominated for best paper at the conference
- Farrell, C., Penuel, W. R., Daniel, J. A., Steup, L. & Coburn, C. E. (2020) *Research-Practice Partnerships: Current practices, future possibilities* [Symposium]. AERA Annual Meeting San Francisco, CA [Conference cancelled due to COVID-19]
- Kim, D., Coburn, C. E. & Huguet, A. (2020) *Deliberation, decision making, and district leaders: Analyzing how images of teachers become embedded in policy* [Paper Session]. AERA Annual Meeting San Francisco. [Conference cancelled due to COVID-19]
- Whyte, K. L. & Coburn, C. E. (2020) *Districts' conceptualizations of kindergarten readiness* [Roundtable Session]. AERA Annual Meeting San Francisco. [Conference cancelled due to COVID-19]
- Coburn, C. E., Stein, M. A. & Borsato, G. (2019). *Alignment and continuity in district preK – 3 policy*. Paper presented at the annual conference of the American Educational Research Association, Toronto, Ontario, Canada, April 2019.
- Kim, D. H., Coburn, C. E., & Huguet, A. (2019). *One among many ingredients: How images of teachers get “baked in” to policy design*. Paper presented at the annual conference of the American Educational Research Association, Toronto, Ontario, Canada, April 2019.
- Huguet, A., Coburn, C. E., Farrell, C. F., Kim, D. H. & Allen, A-R (2019). *Deliberation and justification in educational decision making*. Paper presented at the annual conference of the American Educational Research Association, Toronto, Ontario, Canada, April 2019.
- Wong, L-S., Coburn, C. E. & Kamel, A. (2019). *How central office-school relationships shape school leaders’ instructional decision making: Evidence from two site-based decision making systems*. Paper presented at the annual conference of the American Educational Research Association, Toronto, Ontario, Canada, April 2019.
- Coburn, C. E., Hull Barnes, L. & Yashar, M. (2018). *Fostering PreK-Elementary Alignment in Mathematics: San Francisco Unified and the COHERE Study*. Presentation at the annual conference of the Council of Great City Schools, Baltimore, MD, October 2018.

- Coburn, C. E., Hull Barnes, L., & Franke, M. (2018). *Research-practice partnerships to support continuity in mathematics curricula: The story of San Francisco Unified School District and the COHERE study*. Paper presented at the annual conference of the National Council of Supervisors of Mathematics, Washington DC, April 2018.
- Stein, M. A., Coburn, C. E. & LeMahieu, R. (2018). PreK – 3 initiatives: Challenges of fostering alignment and continuity in two school districts. Paper presented at the annual conference of the American Educational Research Association, New York, New York, April 2018.
- Coburn, C. E., Morel, R., Catterson, A., & Higgs, J. (2016). *Spread and scale: A conceptual framework*. Paper presented at the American Educational Research Association Conference, Washington D.C., April 2016.
- Coburn, C. E., Allen, A., Penuel, W., & Farrell, C. F. (2014). Framing research use in district decision making: A methodological approach. Paper presented at the annual conference of the American Educational Research Association, Philadelphia, PA, April 2014.
- Farrell, C. F. & Coburn, C. E. (2014). School districts and their external partners: A conceptual framework for productive partnering. Paper presented at the annual conference of the American Educational Research Association, Philadelphia, PA, April 2014.
- Coburn, C. E., Russell, J. L., Kaufman, J. H., & Stein, M. K. (2013). *Supporting sustainability: Teachers' advice networks and ambitious instructional reform*. Paper presented at the annual conference of the American Educational Research Association, San Francisco, CA, April 2013.
- Russell, J. L., Coburn, C.E., & Kaufman, J. H. (2013). *How teachers' professional networks contribute to sustaining high-quality mathematics instruction*. Paper presented at the annual conference of the American Educational Research Association, San Francisco, CA, April 2013.
- Coburn, C. E. and Woulfin, S. (2011). *Reading coaches and the relationship between policy and practice*. Paper accepted for presentation at the annual conference of the American Educational Research Association, New Orleans, LA, April 2011.
- Coburn, C. E. (2010). *Policy making in reading: What do we know?* Paper presented at the National Reading Conference, Fort Worth, TX, December 2010.
- Stein, M. K., Coburn, C. E., Russell, J. L., & Kauffman, J. (2010). *How social capital shapes implementation*. Paper presented at the American Educational Research Association, Denver, CO, May 2010.
- Coburn, C. E., Choi, L., & Mata, W. (2009). *The rise and fall of teachers' social networks: District policy and teachers' social relations*. Paper presented at the American Sociological Association Conference, San Francisco, CA, August 2009.
- Coburn, C. E. & Russell, J. L. (2007). *Teacher social networks and district policy*. Paper presented at the American Educational Research Association Conference, Chicago, IL, April 2007.
- Coburn, C. E., & Talbert, J. E. (2007). *Conceptions of evidence-based practice in school districts: Where do experimental methods fit in?* Paper presented at the American Educational Research Association Conference, Chicago, IL, April 2007.

- Honig, M. I. & Coburn, C. E. (2007). *Evidence-based decision-making in school district central offices: Toward a policy and research agenda*. Paper presented at the American Educational Research Association Conference, Chicago, IL, April 2007.
- Stein, M. K. & Coburn, C. E. (2007). *Architectures for learning: A comparative analysis of two urban school districts*. Paper presented at the American Educational Research Association Conference, Chicago, IL, April 2007.
- Coburn, C. E. (2006). *Beyond decoupling: Rethinking the relationship between the institutional environment and the classroom*. Paper presented at the American Educational Research Association Conference, San Francisco, CA, April 2006.
- Coburn, C. E. & Russell, J. L. (2006). *Exploring the determinants of teacher social networks*. Paper presented at the American Sociological Association conference, Montreal, Canada, August 2006.
- Coburn, C. E., Toure, J., & Yamashita, M. (2006). *District evidence use: An analysis of instructional decision making*. Paper presented at the American Educational Research Association Conference, San Francisco, CA, April 2006.
- Silvestre, G. & Coburn, C. E. (2006). *Constructing and re-constructing teachers' professional identities through the implementation of Reading First*. Paper presented at the American Educational Research Association Conference, San Francisco, CA, April 2006.
- Coburn, C. E. (2005). *Framing the problem of reading instruction: Using frame analysis to uncover the microprocesses of policy implementation*. Paper presented at the American Sociological Association conference, Philadelphia, August 2005.
- Coburn, C. E. (2005). *Understanding the outcomes of scale*. Paper presented at the American Educational Research Association conference, Montreal, April 2005.
- Coburn, C. E. & Talbert, J. E. (2005). *Conceptions of evidence-based practice in school districts: Mapping the terrain*. Paper presented at the American Educational Research Association conference, Montreal, April 2005.
- Stein, M. K., & Coburn, C. E. (2005). *Districts' use of instructional guidance systems in mathematics*. Paper presented at the American Educational Research Association conference, Montreal, April 2005.
- Coburn, C. E. (2004). *Mediating reading policy: Non-system actors and policy implementation*. Paper presented at the American Educational Research Association conference, San Diego, CA, April 2004.
- Coburn, C. E. & Talbert, J. E. (2004). *Collaboration for system-wide improvement*. Paper presented at the American Educational Research Association conference, San Diego, CA, April 2004.
- Coburn, C. E. (2003). *Constructing reading policy: Framing social problems at the school site*. Paper presented at the American Educational Research Association conference, Chicago, IL, April 2003.
- Coburn, C. E. & Kim, M. (2003). *Constructing reading over time: Patterns of change in teachers' reading practice*. Paper presented at the American Educational Research Association conference, Chicago, IL, April 2003.
- Stein, M. K. & Coburn, C. E. (2003). *Toward producing usable knowledge for the improvement of educational practice: A conceptual framework*. Paper presented at the biannual conference of the European Association for Research on Learning and Instruction, Padova, Italy, August 2003.

- Coburn, C. E. (2002). *The role of school leaders in mediating between reading policy and teachers' classroom practice*. Paper presented at the University Council of Educational Administration Conference, Pittsburgh, PA, November 2002.
- Coburn, C. E. (2002). *Beyond decoupling: Rethinking the relationship between the institutional environment and the classroom*. Paper presented at the American Sociological Association Conference, Chicago, Ill, August 2002.
- Coburn, C. E. (2002). *The role of non-system actors in the relationship between policy and practice: The case of reading instruction in California*. Paper presented at the American Education Research Association Conference, New Orleans, La, April 2002.
- Coburn, C. E. (2001). *Collective sensemaking: New ways to think about the relationship of policy and practice*. Paper presented at the American Sociological Association Conference, Anaheim, Calif., August 2001.
- Coburn, C. E. (2000). *Collective sensemaking about reading: How teachers mediate reading policy in their professional communities*. Paper presented at the American Education Research Association Conference, New Orleans, La., April 2000.
- Burch, P. E. & Coburn, C. E. (1999). *Working the local policy environment: Midcourse lessons from the Students at the Center initiative*. Paper presented at the American Educational Research Association Conference, Montreal, April 1999.
- Coburn, C. E. & Meyer, E. R. (1998). *Shaping context to support and sustain reform*. Paper presented at the American Educational Research Association Conference, San Diego, Calif., April 1998.
- Coburn, C. E. (1997). *Making sense of reform: Using institutional theory to understand school change*. Paper presented at the American Educational Research Association Conference, Chicago, Ill., March 1997.
- Coburn, C. E. & Meyer, E. R. (1997). *Creating a caring community of teachers: The Child Development Project*. Paper presented at the American Educational Research Association Conference, Chicago, Ill., March 1997.
- Meyer, E. R. & Coburn, C. E. (1997). *The Child Development Project: Creating a partnership for the implementation, sustainability, and spread of reform*. Paper presented at the American Educational Research Association Conference, Chicago, Ill., March 1997.

Other Presentations

- Coburn, C. E. (2012). *Pathways between policy and practice: The role of social networks and social interaction*. Presentation to delegation of visiting educators from Norway, Berkeley, CA, October 2012.
- Coburn, C. E. & Woulfin, S. (2010). *Responses to Reading First*. Presentation at the Graduate School of Education Research Day, Berkeley, CA, April 2010.
- Coburn, C. E., Choi, L., & Mata, W. (2009). *The rise and fall of teachers' social networks: District policy and teachers' social relations*. Paper presented at the Graduate School of Education Research Day, Berkeley, CA, March 2009.
- Coburn, C. E. (2009). *A social network perspective on learning communities and instructional improvement*. Presentation to Strategic Education Research Partnership and San Francisco Unified School District, San Francisco CA, January 2009.

Coburn, C. E. & Russell, J. L. (2007). *District policy and teachers' social networks: Findings from a study of the scale-up of ambitious mathematics curricula*. Presentation at the Graduate School of Education Research Day, Berkeley, CA, March 2007.

Coburn, C. E. (2005). *Framing the problem of reading instruction*. Presentation at the Graduate School of Education Research Day, Berkeley, CA, March 2005.

Coburn, C. E. (1999). *Contrasting strategies for negotiating the reform environment*. Presentation at the annual conference for the Students at the Center Initiative, New York, N.Y., April 1999.

Workshops and Webinar

Coburn, C. E. & Huguet, A. (2020). Studying research use using observational data: Two approaches. Webinar for grantees from the William T. Grant Foundation, November 2020.

Coburn, C. E. (2016). Key decision points for observational research on research use, at the Using Research Use grantee meeting, sponsored by the William T. Grant Foundation, April 2016.

Coburn, C. E. (2016). RPP Forum: Addressing challenges in partnerships.” Webinar organized by the Research-Practice Collaboratory, January 2016:
<https://www.youtube.com/watch?v=LpVT94fsp2I&feature=youtu.be>

Coburn, C. E. (2013). Research, Policy, and Practice: The role of intermediaries in promoting evidence-based decisions. Webinar organized by the American Youth Policy Forum, December 2013:
<https://www.youtube.com/watch?v=2bn8zmGM0zE>

TEACHING

Northwestern University, School of Education and Social Policy
Social policy and implementation (undergraduate)
Advanced research methods (undergraduate)
Advanced qualitative research (Ph.D)
The role of research in policy and practice (Ph.D)
Human Development and Social Policy Proseminar (Ph.D)
Research Design (Ph.D)

UC Berkeley, Graduate School of Education
Organizational Theory (Ph.D)
Research Group on Policy Implementation (Ph.D)
Introduction to Qualitative Research Methods (Ph.D and Ed.D)
School Districts and Decision Making (Ed.D)
Systemic Educational Reform I (Ed.D)
Systemic Educational Reform II (Ed.D)
Qualitative Research Methods for Educational Leaders (Ed.D)
Residency on Decision Making and Resource Allocation (Ed.D)

University of Pittsburgh, School Leadership Program
Leadership for School Change (MA)
Monitoring Student Development: Assessment and Accountability (MA)

Stanford University
Topics in Qualitative Research Methods

Issues in Policy Analysis (Teaching Assistant)
The Conduct of Qualitative Inquiry (Teaching Assistant)

Oberlin College
The Politics of AIDS
Introduction to Women's Studies (Teaching Assistant)
Introduction to Fiction (Teaching Assistant)

GRADUATE STUDENT AND POST-DOCTORAL FELLOW MENTORING

PhD Students (in order of completion)

Jennifer Russell (committee)	Professor	Vanderbilt University
Sandra Park (committee)	Co-Founder	Improvement Collective
Sarah Reckhow (committee)	Professor	Michigan State University, Political Science
Erica Turner (chair)	Associate Professor	University of Wisconsin, Madison
Angeline Spain (chair)	Associate Director	Millennium Challenge Corporation
Mika Yamashita (chair)	Senior Researcher	Pell Institute, The World Bank
Sarah Woulfin (chair)	Professor	University of Texas, Austin
Jessica Rigby (chair)	Associate Professor	University of Washington, Seattle
Willow Mata (chair)	Research Consultant	Harder+Company Community Research
John Hall (committee)	Assistant Professor	Temple University
Rachel Lissy (committee)	Education Consultant	Self Employed
Debbie Kim (committee)	Senior Research Scientist	NORC
Melanie Walski, University of Illinois-Chicago (committee)	Assistant Professor	Purdue University
Andrea Prado-Tuma (committee)	Senior Learning and Evaluation Officer	Barr Foundation
Eleanor Anderson (committee)	Assistant Professor	University of Pittsburgh
Richard Morel (chair)	Research Scientist	Google
Abby Stein (chair)	Postdoctoral Fellow	Carnegie Mellon University
Angel (Xiao) Bohannon (chair)	Research Scientist	NORC
Jennifer Cowhy (chair)	Assistant Professor	University of Arkansas
Jessica Marshall (co-chair)	Associate Program Officer	Spencer Foundation
Kjersti Løken Ødegaard, University of Oslo (first opponent)		University of Inland Norway
Lara Altman (committee)	In process	
Shante Elliot (committee)	In process	
Melanie Muskin (advisor)	In process	
Kanika Dhanda (advisor)	In process	
Nalini Khurana (advisor)	In process	

EdD Students (in order of completion)

Kristyn Klei Borrero (committee)	CEO	Center for Transformative Teacher Training
Donald Evans (chair)	Superintendent (retired)	Berkeley Unified School District
Heather Olsen (chair)	Superintendent	Pacifica School District
Page Tompkins (chair)	Executive Director	Upper Valley Educators Institute
Pat Kurtz (chair)	Principal	San Mateo Union High School District
Kelly Bowers (chair)	Superintendent (retired)	Livermore Valley Joint Unified School District

Post-doctoral Fellows

Caitlin Farrell	Research Associate Professor	CU-Boulder
Kristin Whyte	Assistant Professor	DePaul University
Alice Huguet	Policy Researcher	Rand Corporation
Christopher Harrison	Assistant Professor	Florida Southern College
Lok-Sze Wong	Assistant Professor	North Texas State University
Kelly McMahon	Director, Research and Strategy	Center for Public Research and Leadership
Rachel Feldman	Senior Researcher	American Institute for Research
Debbie Kim	Senior Research Scientist	NORC
Eleanor Anderson	Assistant Professor	University of Pittsburgh
Sihua (Adrienne) Hu	Research Analyst	ERB
Susan Bush-Mecenas	Policy Researcher	Rand Corporation
Abigail Stein	Postdoctoral Fellow	Carnegie Mellon University

NATIONAL PROFESSIONAL SERVICE

Invited Member Member, Spencer Foundation Task Force on Preparation for Transformative Research (2023-present)

The DREME Network (Development and Research in Early Mathematics Education). Funded by the Heising-Simon Foundation, this network brings together researchers from multiple disciplines to advance the field of early mathematics research and development in the US to significantly improve how early math is taught and learned (2014–2024)

Standing Committee on Science Communication Research and Practice. National Academies of Science, Engineering, and Medicine (2018–2023)

Committee on the future of educational research at the Institute of Education Sciences in the U.S. Department of Education, Division of Behavioral and Social Sciences and Education, Board on Science Education, The National Academies of Sciences, Engineering, and Medicine (2021–2022)

The California Collaborative on District Reform, an initiative that brings together researchers, practitioners, and policymakers in on-going, evidence-based dialogue to improve instruction and student learning for students in California's urban school systems (2006–2022)

Member, New Models Working Group, Education Funders Brain Trust (2013)

Design Team, Strategic Educational Research Partnership (SERP): San Francisco Field Site (2006-2012)

MacArthur Network on Teaching and Learning, an interdisciplinary group of scholars and practitioners funded to conduct ongoing investigations into (a) the relationship between research and practice; and (b) contexts that impede or hinder scale up of mathematics and literacy programs (2002–2009)

Senior Program Associate	Spencer Foundation, Initiative on Data Use and Educational Improvement (2009–2012)
Selection Committee	William T. Grant Scholars Program, 2020-2030 Early Career Award Committee, American Educational Research Association, 2014, 2015
Editorial Board	<i>Australian Journal of Education Research</i> [international advisory board] (2021-present) <i>Evidence and Policy</i> [international advisory board] (2015–2020) <i>Journal of Research on Organization in Education</i> (2016-2020) <i>Journal of Research on Educational Effectiveness</i> (2017–2019) <i>American Educational Research Journal</i> (2006-2009; 2011-2014) <i>American Journal of Education</i> (2012-2015) <i>Educational Evaluation and Policy Analysis</i> (2012-2015) <i>Reading Research Quarterly</i> (2011-2012)
Advisory Board	Supporting teachers' appropriation of ambitious teaching practices within the context of complex multidimensional science assessments, funded by National Science Foundation grant to WestEd (2024-present) Illinois Workplace and Education Research Collaborative (IWERC), University of Illinois Chicago (2023-present) Leading towards racially just and ambitious mathematics instruction, funded by the National Science Foundation to Jessica Rigby and Elham Kazemi, University of Washington (2022-2026) Economic and Social Research Council, Education Research Programme Advisory Board, United Kingdom (2021-present) Renewed perspectives on research use in education, funded by the Norwegian Council of Research to Solvi Mausestegan, OsloMet University (2020-present) Research and development center on improving opportunities and achievement for English learners in secondary school settings, funded by the Institute for Education Sciences to Aida Walqui, WestEd (2020-present) The Bill and Melinda Gates Foundation's Network for School Improvement Portfolio (2019–present) Teacher turnover and school improvement: Examining the mechanisms through which instability disrupts schools and how to mitigate it, funded by the Lyle Spencer Foundation to Huriya Jabbar and Jennifer Jellison Holme, University of Texas, Austin (2019–present) Prototyping and evaluating a living research synthesis infrastructure, funded by the Lyle Spencer Foundation to Pamela Moss and Carl Lagoze, University of Michigan (2019-present) Children's Environmental Literacy Foundation (2016–present)

Developing a research methods repository for studies of understanding research evidence, funded by William T. Grant Foundation to Drew H. Gitomer, Rutgers University (2019-2021)

Developing Organizational Capacity to Improve K-8 Mathematics Instruction, funded by National Science Foundation to Alison Superfine and Benjamin Superfine, University of Illinois, Chicago (2019–2022)

Practices on data-use in municipalities and schools, funded by the Norwegian Research Council to Solvi Mausesthaugen, Oslo and Akershus University College of Applied Sciences (2015–2018)

Broadening participation in a computational future: Casting a wide net, funded by the Spencer Foundation to Mike Horn, Northwestern University (2015–2019)

TRUmath and Lesson Study: Supporting Fundamental and Sustainable Improvement in High School Mathematics, funded by National Science Foundation to SERP (2015–2018)

Study of Teachers' Data Use, funded by the Spencer Foundation to UC San Diego (2014–2016)

Research on Sustainability and Impact of Policies, Westat (2014–2016)

TA Academy, Education Northwest (2014–2016)

Individual School Reports Project, Consortium for Chicago School Research, University of Chicago (2013–2015)

Lessons Learned: Students' Civic Experiences of Selective Public High School Admissions, Loyola University, funded by the Spencer Foundation (2013–2015)

CLASS: Continuous learning and automated scoring in science, UC Berkeley and ETS, funded by the National Science Foundation (201-2016)

RAISE i3 Evaluation, Academy for Educational Development, funded by Institute for Education Science (2011–2015)

National Research and Development Center for Scaling Up Effective Schools, Vanderbilt University, funded by Institute for Education Science (2010–2016)

Research use as learning: The case of district central offices, University of Washington, Seattle, funded by W. T. Grant Foundation (2010–2013)

Understanding Social Network Structure in Schools Under Corrective Action: A Longitudinal Comparative Analysis of Research Use and Diffusion in Urban Districts, UC San Diego and University of Rochester (2009–2014)

Deregulating Schools in California: How Local Educators Allocate Flexible Dollars and Stimulus Funds, UC Berkeley, UC Davis, RAND, San Diego State University (2010–2012)

	Research Division, California Education Partners, funded by the Haas Foundation and the Silver Giving Foundation (2012–2013)
	National Evaluation of the National Writing Project, SRI International (2008–2011)
	Springboard Schools Best Practices Study (2006-2008)
Technical Working Group	Regional Education Laboratory Northeast and the Islands, funded by the Institute for Education Sciences (2012–2016)
	Regional Education Laboratory Northwest, funded by the Institute for Education Sciences (2012–2016)
	The Study of School Turnaround, American Institute of Research, funded by the Institute for Education Sciences (2011–2013)
Journal Reviewer	<i>American Education Research Journal, American Journal of Sociology, Cognition and Instruction, Educational Evaluation and Policy Analysis, Educational Policy, Educational Researcher, Journal of Educational Change, Journal of Learning Sciences, Journal of Policy Analysis and Management, Organization Science, Review of Educational Research, Review of Sociology of Education, Science, Social Problems, Sociology of Education</i>
Manuscript Reviewer	University of Chicago Press, Harvard Educational Press, Teachers College Press, Guilford Press, Board of Science Education (BOSE), National Academy of Science, Engineering, and Medicine
Grant Reviewer	National Academy of Education/Spencer Pre-doctoral and post-doctoral fellowships Institute for Education Sciences, Research-Practice Partnerships National Science Foundation, Research on Learning and Education (ROLE) National Science Foundation, Research and Evaluation on Education in Science and Engineering (REESE) The Spencer Foundation The William and Flora Hewlett Foundation, Education Program The William T. Grant Foundation
Conference reviewer	Reviewer, Society for Research in Educational Effectiveness, Annual Conference, Spring 2020
	Section Chair, Division L, Section 4: Curriculum, Testing, and Instructional Practice, American Educational Research Association Annual Conference, April 2005

Mentor

Mentor, two recipients of the William T. Grant Scholars Award (2023-present)

Mentor, Yearlong mentoring program, National Academy of Science, pre- and post-doctoral fellows (2021-present)

Spencer Foundation. Provided mentoring and technical assistance to grantees in the Evidence in the Classroom Initiative (2013, 2014)

William T. Grant Foundation. Provided technical assistance on research design and methods to grantees in the Research Use Initiative (2011-2015)

Junior Faculty Mentoring Event, Division L, American Educational Research Association, April 2014, 2015, 2016.

William L. Boyd National Politics Workshop, American Educational Research Association, April 2009, May 2010.

Discussant

Results from a research-practice partnership focused on organizational and individual capacity building to improve mathematics instruction. Annual meeting of the American Education Research Association, Chicago, IL, April 2023.

Centering equity in research-practice partnerships. Annual meeting of the American Education Research Association, Chicago, IL, April 2023.

Implementing Common Core Mathematics and Next Generation Science Standards: Variation, supports and barriers, American Educational Research Association, New York, April 2018.

The redefinition of teacher professionalism, knowledge, and practice in the 21st Century, American Educational Research Association, New York, April 2018.

Searching for insights: The diverse nature of pre-K policy and practice, American Educational Research Association, Washington DC, April 2016.

Administrative sensemaking in assessments of teaching, at the American Educational Research Association Conference, Chicago, IL, April 2015.

Enhancing knowledge about data use and inquiry in university-community research partnerships: Insights from four case examples, at the American Educational Research Association Conference, Chicago, IL, April 2015.

Recent advances in social network analysis. Presidential symposium at the American Education Research Association Conference, Philadelphia PA, April 2014.

Evaluation of Reading Apprenticeship Program for improving secondary education, at the American Education Research Association Conference, Philadelphia PA, April 2014.

Deconstructing data use in education: Investigating how, where, and by whom data are used for instructional decision making at the American Education Research Association Conference, San Francisco CA, April 2013.

It takes two to tango: Disentangling agency and structure in schools as organizations at the American Education Research Association Conference, San Francisco CA, April 2013.

We know it works here. Can we make it work there? Invited Presidential Symposium at the American Educational Research Association Conference, Vancouver, BC, Canada, April 2012.

The practice of data use. Symposium at the American Educational Research Association Conference, Vancouver, BC, Canada, April 2012.

Using teacher social network data to study teacher learning through interactions. Symposium at the American Educational Research Association Conference, New Orleans, LA, April 2011.

Accountability and inequality in American education. Commentary on Outstanding Dissertation Award, Division L, American Educational Research Association, Denver, CO, May 2010.

Central office leadership for learning as learning: The case of district central office transformation. Symposium at the American Educational Research Association Conference, Denver, CO, May 2010.

Scaling up and sustaining educational improvement programs in 38 schools in 6 districts in 5 states: An interactive symposium on findings from the case studies of the Study of Instructional Improvement (SII). Symposium at the American Educational Research Association Conference, San Diego, CA, April 2009.

Data-informed decision making, teacher quality, and partnerships: Examining new roles for district central offices. Paper panel at the American Educational Research Association, New York, NY, March 2008.

Changing times: How high schools and external improvement organizations work together. Symposium at the American Educational Research Association Conference, San Francisco, CA, April 2006.

Towards an alternative model of school reform. Symposium at the American Educational Research Association Conference, San Francisco, CA, April 2006.

Accountability and the politics of education reform. Paper panel at the American Educational Research Association, Chicago, IL, April 2003.

Teaching: The Search for Connection and Success. Paper panel at the American Sociological Association, Chicago, IL, August 2002.

**Selected
Consulting**

Bill and Melinda Gates Foundation, Spencer Foundation, William T. Grant Foundation, Los Angeles Unified School District, Minneapolis Public Schools, REL Northwest, REL Northeast and Islands, BI-Norwegian Business School (Oslo), Packard Foundation, California Education Partners

UNIVERSITY AND DEPARTMENT SERVICE

Northwestern University

Member, Subcommittee to Reimagine the Diversity Fellowship (2023)
Advisory Board, Northwestern Faculty Salary Equity Study (2023-2024)
Mentor, Deans Alliance Mentoring Circle Program (2021-2022)
Program Chair and Director of Graduate Study, Human Development and Social Policy, School of Education and Social Policy (2020-2023)
Member, Executive Committee, School of Education and Social Policy (2020-2023)
Steering Committee, Multidisciplinary Program in Education Research (2020-2026)
Member, Tenure and Promotion Committee, School of Education and Social Policy (2019-2021)
Member, Committee on Committees, School of Education and Social Policy (2017-2018)
Chair, Executive Committee, School of Education and Social Policy (2015–2017)
Chair, Search Committee, STEM Scholar and Director of OSEP (2016–2017)
Member, Search Committee, Policy making and implementation (2014–2015)
Member, Undergraduate Research Committee (2014-2015)

UC Berkeley

Member, Search Committee, Policy and Diversity
Member, Personnel Committee (2005–2007)
Member, Diversity Committee (2007-2008)
Steering Committee, Leadership for Education Equity (2007–2011)
Faculty affiliate, Center for Latino Policy Research (2010–2011)

MEDIA

Research discussed in Episode 197: Making Research Matter, podcast of the Scholars Strategy Network, first broadcast on November 7, 2019. <https://scholars.org/podcast/making-research-matter>

Research cited in Sparks, S. (2016). “New federal educational laboratories will expand research partnerships.” *Education Week*, February 5, 2016.

National Center for Research in Policy and Practice (Coburn, co-PI), discussed in Sparks, S. (2016). “Research arm gears up for new ESSA role.” *Education Week*, January 16, 2016.

Research cited in Wong, C. (2015). “Scale and sustainability: What’s a funder to do?” *Nonprofit Quarterly*, December 16, 2015.

Quoted in “School researchers use computer models to ‘field-test’ ideas.” *Education Week*, October 29, 2014.

Research profiled in “Cynthia Coburn, académica de la Universidad de Northwestern en EE.UU.: “Las nuevas políticas deben enfocarse en instruir a los professors.” *El Mercurio*, May 11, 2014.

Research cited and collaborator interviewed in “Scholars and educators team up for the long haul” *Education Week* September 19, 2012.

Work profiled in Huebner, T. (2009). “What research says about...the continuum of teacher learning.” *Educational Leadership*, 66(5), 88-91.

Quoted and research cited in "Districts, researchers at odds over randomized trials: NCLB research methodology proves challenging for districts to implement" *Education Daily*, April 12, 2007.

Research profiled in “Research-practice partnerships help school districts, William T. Grant Foundation finds” *Education Week* January 13, 2003.

NEW MEDIA

Blog post (with Lok-Sze Wong, Alice Huguet, Christopher Harrison, and Jim Spillane), “Viewing educational decision making through an organizational lens,” National Center for Research in Policy and Practice blog, August 2020. <http://ncrpp.org/blog/2020/viewing-research-use-in-decision-making-through-an-organizational-lens>

Blog post, “Pathways from research to policy: Implications for researchers and policymakers. Parts 1 and 2” Ipu Kereru: Blog of the New Zealand Association for Research in Education, January 2018. <https://nzareblog.wordpress.com/2018/01/19/coburn-research-policy-1/>
<https://nzareblog.wordpress.com/2018/01/19/coburn-research-policy-2/>

Blog post, “Fostering research use in school districts through external partners” William T. Grant Foundation blog, July 2017: <http://wtgrantfoundation.org/fostering-research-use-school-districts-external-partnerships>

Blog post, “What is conceptual use of research and why is it important?” William T. Grant Foundation blog, April 2016: <http://wtgrantfoundation.org/conceptual-use-research-important>

Interviewed for The Voice, *Teachers College Record*, released September 2012:
<http://thevoice.pressible.org/pressible/interventions-to-promote-data-use-an-introduction>

Interviewed for Voices of Literacy podcast, “Reading coaches and policy,” February 2012:
<http://www.voiceofliteracy.org/posts/45342>

Web interview on evidence-based instruction: <http://www.annenberginstitute.org/vue/winter05/honig.php>

PROFESSIONAL AFFILIATIONS

American Education Research Association
American Sociological Association
Sociology of Education Association