CAITLIN C. FARRELL

University of Colorado Boulder   Email: Caitlin.farrell@colorado.edu

EDUCATION

University of California, Berkeley (Berkeley, CA)   2012–2014
Postdoctoral Fellowship
From Users to Co-Producers of Research Evidence: A Study of Place-Based
Research Partnerships

University of Southern California (Los Angeles, CA)   December 2012
Ph.D., Urban Education Policy
Dissertation: *Designing school systems to encourage data use and instructional improvement:*
A comparison of educational organizations
Committee: Julie A. Marsh & Priscilla Wohlstetter (Chairs), Gilbert Hentschke, & Peer Fiss,
Marshall School of Business

Pace University (New York City, NY)   May 2007
M.S. in Teaching
Specialization: *Childhood education*

Dartmouth College (Hanover, NH)   June 2005
B.A. Psychology and Government, *magna cum laude*

Universidad Popular Autonoma del Estado de Puebla   June 2003
Spanish language study abroad program

PROFESSIONAL EXPERIENCE

Associate research professor. University of Colorado Boulder   2019-Present
Boulder, CO

Center Director. National Center for Research in Policy and Practice   2014-Present
Funded by Institute of Education Sciences

Research Associate. Center on Educational Governance.   2008-2012
Rossier School of Education, University of Southern California

Fellow. National Alliance for Public Charter Schools.   2007-2008
Washington, DC

Teacher, 2nd grade. New York City Department of Education.   2005-2007
Brooklyn, NY

PUBLICATIONS

Interests

K-12 educational policy; school organization and governance; organizational theory; policy implementation; qualitative and mixed methods; evidence use; equitable instructional policy

Peer-Reviewed Journal Articles

Farrell, C. C., Cowhy, J., Wong, L.-S., Ceperich, R., Hopkins, M., & Beneke, A. (2025). Measuring organizational learning outcomes through big ideas (MOBI). *American Educational Research Journal, 63*(1), 109-149. https://doi.org/10.3102/00028312251393536

Farrell, C. C., Fox Resnick, A., White, T., Arce-Trigatti, P., Penuel, W.R. & Botchway, K. (2025). From brief to boundary object: Designing boundary infrastructure to connect research and practice. *Front. Educ*. 10:1669123. doi: 10.3389/feduc.2025.1669123

Oyewole, K., Resnick, A.F., **Farrell, C. C.,** Wentworth, L., Furtak, E., Borko, H., Wright, K., Weiss, J., Arce-Trigatti, P. (2025). From a niche to the norm: Empowering collaborative education research. *Front. Educ*. 10:1661496. doi: 10.3389/feduc.2025.1661496

Farrell, C. C. & Allen, A-R. (Accepted). The social construction of educational constituencies in designing instructional policy: The case of Algebra. *Teachers College Record.*

Farrell, C. C., Malin, J., Shewchuk, S., Farley-Ripple, E., Neal, J., Wong, L.-S. (Under review). Knowledge infrastructures in philanthropy: Exploring frames of reference for high-quality, useful, and equity-centered research.

Altman, L., Barcenas, L., **Farrell, C. C.,** & Coburn, C. E. (Under review). How research ideas become the prevailing common wisdom: Conceptualizing and measuring the conceptual use of research.

Resnick, F. A., **Farrell, C. C.,** & Bristol, J. (2025). Practicing equity-centered improvement: A design tensions perspective. *Frontiers in Education,* 10 https://doi.org/10.3389/feduc.2025.1638548

Sjölund, S., Arce-Trigatti, P., & **Farrell, C. C.** (2025). Balancing between collaboration and autonomy: leadership insights from a Swedish preschool research-practice partnership. *International Journal of Educational Management,* 1-16*.* https://doi.org/10.1108/IJEM-09-2024-0593

White, T., Obregon, M., Resnick, A. F. & **Farrell, C. C.** (2025). Succession planning for community-engaged leaders: Culture, context and continuity in equity-oriented

leadership. *Frontiers in Education* 10, 1-8, doi: 10.3389/feduc.2025.1527211

Shah, V., & **Farrell, C. C.** (2025). Introduction to the special issue: Transforming school systems. *Education Policy Analysis Archives*, *33*. https://doi.org/10.14507/epaa.33.9106

Bohannon, A., **Farrell, C. C.,** & Cook, S. (2025). Overcoming or overstepping? Boundary infrastructure for learning in rural districts in the context of a continuous improvement research-practice partnership. *Frontiers in Education. 9,* 1-15. doi: 10.3389/feduc.2024.1441856

Soland, J., Penuel, W. R., **Farrell, C. C.,** & Wellberg, S. (2024). Developing a measure to evaluate education research-practice partnerships**.** *Research Evaluation, 33,* 1-15. https://doi.org/10.1093/reseval/rvae042

Farrell, C. C., Penuel, W. R., Arce-Trigatti, P., Soland, J., Singleton, C., Resnick, A. F., Stamatis, K., Riedy, R. Henrick, E., Sexton, S., Wellberg, S. & Schmidt, D. (2024). Designing measures of complex collaborations with participatory, evidence-centered design. *Frontiers in Research Metrics and Analytics, 9, 1-11.* doi: 10.3389/frma.2024.1210547

Grooms, A., White, T. Peters, A., Childs, J., **Farrell, C. C.,** Martinez Jr., E., Resnick, A., Arce-Trigatti, P., & Duran, S. (2023). Equity as a crucial component of leadership preparation and practice. *The ClearingHouse: A Journal of Educational Strategies*, *Issues and Ideas.* DOI: 10.1080/00098655.2023.2286373.

Childs, J., **Farrell, C. C.,** Grooms, A.G., Peters-Hawkins, A., Martinez, E., White, T., Fox Resnick, A., Arce-Trigatti, P., & Duran, S. (2023). Educational equity and the logics of COVID-19: Informing school leadership practices in a new period of democratic education. *Peabody Journal of Education* DOI: 10.1080/0161956X.2023.2265774

Farrell, C. C., Singleton, C., Stamatis, K., Riedy, R., Arce-Trigatti, P., & Penuel, W. (2023). Conceptions and practices towards equity in research-practice partnerships. *Educational Policy*. DOI: 10.1177/089590482211315

Handsman, E., **Farrell, C. C.,** & Coburn, C. E. (2022). Solving for X: Constructing Algebra and Algebra policy during a time of change. *Sociology of Education*. DOI: 0.1177/00380407221087479

Farrell, C. C., Penuel, W. R., & Davidson, K. (2022). What counts as research evidence? How educational leaders' reports of the research they use compare to ESSA guidelines. *AERA Open*. 10.1177/23328584211073157

Farrell, C. C., Penuel, W. R., Anderson, E., Allen, A.-R., Coburn, C. E., Brown, S., & Bohannon, A. (2022). Learning at the boundaries of research and practice: A conceptual framework for understanding research-practice partnerships. *Educational Researcher*. 10.3102/0013189X211069073

Arce-Trigatti, P. & **Farrell, C. C.** (equal authorship; 2021). Research-practice Partnerships in Education within the United States. *Oxford Bibliographies*.

Huguet, A., Coburn, C. E., **Farrell, C. C.,** Allen, A-R., & Kim, D. (2021). Constraints, values, and information: How district leaders justify their positions during instructional deliberations. *American Education Research Journal.*

Farrell, C. C., Wentworth, L., & Nayfack, M. B. (2021). When can research-practice partnerships make a difference in educational policy and practice? *Phi Delta Kappan.*

Coburn, C. E., Penuel, W. R., & **Farrell, C. C.** (2021). Fostering educational improvement with research-practice partnerships. *Phi Delta Kappan*.

Penuel, W. R., Furtak, E. M., & **Farrell, C. C.** (2021). Research-practice partnerships in education: Advancing an evolutionary logic of systems improvement. *Die Deutsche Schule, 113*(1), 45-62.

Penuel, W., **Farrell, C. C.,** & Daniels, J. (2020). Supporting use and evidence from early warning indicator systems in research-practice partnerships. *Teachers College Record, 122*(14).

Farrell, C. C., Harrison, C. & Coburn, C. (2019). "What the hell is this, and who the hell are you?" Role negotiation in research-practice partnerships. *AERA Open, 5*(2), 1-13.

Farrell, C. C., Coburn, C., & Chong, S. (2018). Under what conditions do school districts learn from external partners? The role for absorptive capacity. *American Education Research Journal*, *56*(3), 955-994.

Penuel, W. R., Bell, P., Neill, T., Shaw, S., Hopkins, M., & **Farrell, C. C.** (2018). Building a networked improvement community to promote equitable, coherent systems of science education. *AASA Journal of Scholarship & Practice, 15*(1), 30-38.

Hopkins, M., Wiley, K. E., Penuel, W., & **Farrell, C. C.** (2018). Brokering research in science education policy implementation: The case of a professional association. *Evidence & Policy, 14*(3), 459-476.

Penuel, W., **Farrell, C. C.,** Allen A-R, Toyama, Y. & Coburn, C. E. (2018). What research district leaders find useful. *Educational Policy*, *32*(4), 540-568.

Harrison, C., Davidson, K., & **Farrell, C. C.** (2017). Working together: District leaders' advice for researchers. *International Journal of Education Policy and Leadership*, *12*(5), 1-12.

Huguet, A., Allen, A-R, Coburn, C. E., **Farrell, C. C.**, Kim, D., & Penuel, W. (2017). Locating data use in the microprocesses of district-level deliberations: A methodological approach. *Nordic Journal of Studies in Educational Policy*, 1-9.

Huguet, A., **Farrell, C. C**., & Marsh, A. (2017). A light touch versus a heavy hand: The influence of principal on data-use PLCs. *Journal of Educational Administration*, *55*(4), 376-389.

Penuel, W., Briggs, D., Davidson, K., Herlihy, C., Sherer, D., Hill, H., **Farrell, C. C.**, & Allen, A-R. (2017). School and district leaders' use of research. *AERA Open*, *3*(2), 1-17.

Farrell, C. C. & Coburn, C. (2017). Absorptive capacity: A conceptual framework for understanding district central office learning. *Journal of Educational Change*, *18*(2), 135-159.

Farrell, C. C. & Marsh, J. (2016). Contributing conditions: A qualitative comparative analysis of teachers' instructional responses to data. *Teaching and Teacher Education,* 1-15.

Farrell, C. C. & Marsh, J. (2016). Metrics matter: How data characteristics shape teachers' responses. *Educational Administration Quarterly*, 1-40.

Marsh, J., **Farrell, C. C.,** & Bertrand, M. (2016). Trickle-down accountability: How middle school teachers engage students in data use. *Educational Policy*, *30*(2), 243-280.

Farrell, C. C., Marsh, J. & Bertrand, M. (2015). Are we motivating students with data? *Educational Leadership*, *73(*3), 16-21.

Penuel, W., Allen, A-R, Coburn, C. E., & **Farrell, C. C**. (2015). Conceptualizing research-practice partnerships as joint work at boundaries. *Journal of Education for Students Placed at Risk (JESPAR*).

Wohlstetter, P., Smith, J., & **Farrell, C. C.** (2015). The choices and challenges of charter schools, revisited. Invited Essay. *Journal of School Choice*, *9*(1), 115-138.

Marsh, J. & **Farrell, C. C.** (2015). How leaders can support teachers with data-driven decision making: A framework for understanding capacity building. *Educational Management Administration and Leadership*, 43, 269-289.

Farrell, C. C. (2015). Designing school systems to encourage data use and instructional improvement: A comparison of educational organizations. *Educational Administration Quarterly, 51*(3), 438-471.

Huguet, A., Marsh, J. & **Farrell, C. C.** (2014). Building teachers' data-use capacity: Insights from strong and developing coaches. *Education Policy Analysis Archives*, special issue on coaching, ed. by Sarah Woulfin.

Farrell, C. C., Nayfack, M. B., Smith, J., & Wohlstetter, P. (2013). One size does not fit all: Understanding the variation in charter management scale-up. *Journal of Educational Change, 15*, 77-97.

Farrell, C. C., Wohlstetter, P., & Smith, J. (2012). Charter management organizations: An emerging approach to scaling-up what works. *Educational Policy, 26*(4), 499-532.

Smith, J., Wohlstetter, P., **Farrell, C. C.,** & Nayfack, M. (2011). Beyond ideological warfare: The maturation of research on charter schools. *Journal of School Choice*, *5*(4), 444-507.

Wohlstetter, P., Smith, J., **Farrell, C. C.,** Hentschke, G. C., & Hirman, J. (2011). How funding shapes the growth of charter management organizations: Is the tail wagging the dog? *Journal of Education Finance*, *37*(2), 150-174.

Manuscripts in preparation

Wong, L., Neal, J. W., Malin, J. R., Shewchuk, S. J., Farrell, C. C., Farley-Ripple, E. N., Brooks, D., Abodunrin, A., Brutzman, B. (In preparation). CAPTURE-ing power dynamics: A critical methodological approach for understanding attention to power in research documents.

Wong, L., Farrell, C. C., Hopkins, M., Cowhy, J., Ceperich, R., Beneke, A., & Wetoska, N. (In preparation). What district conditions matter for productive partnering?

Frameworks, White Papers, and Tools

Henrick, E., Farrell, C. C., Singleton, C. S, Resnick, A. F., Penuel, W. R., Arce-Trigatti, P., Schmidt, D., Sexton, S., Stamatis, K., & Wellberg, S. (2023). *Indicators of Research-Practice Partnership Health and Effectiveness: Updating the Five Dimensions Framework.* National Center for Research in Policy and Practice and National Network of Education Research-Practice Partnerships. doi.org: 10.17605/OSF.IO/E9UC4

The Collaborative Education Research Collective (2023). *Towards a field for collaborative education research: Developing a framework for the complexity of necessary learning.* The William and Flora Hewlett Foundation. *Member of the design team

Farrell, C. C., Resnick, A. F., White, T., Bristol, J., & Lightfoot, B. (2022). Equity-centered principal pipeline initiative: Problem of practice briefs. *The Wallace Foundation.*

Farrell, C. C., Penuel, W. R., Coburn, C. E., Daniels, J., & Steup, L. (2021). *Research-practice partnerships today: The state of the field*. William T. Grant Foundation.

Farrell, C., Nayfack, M., Smith, J., Wohlstetter, P., & Wong, A. (2009). *Scaling-up charter management organizations: Eight key lessons for success*. Los Angeles, CA: University of Southern California, Center on Educational Governance.

Books and Book Chapters

Farrell, C. C., Arce-Trigatti, P., Sjölund, S., & Fischer-Schöneborn, S. (Editors). (Under contract). Handbook for Research-Practice Partnerships in Education. *Elgar Handbooks in Education*

Penuel, W. R., Farrell, C., & Daniels, J. (2025). Research-practice partnerships: Linking policy, practice, and research for equity. In Cohen-Vogel, Youngs, & Scott (Eds.). *Handbook of education policy research*. American Education Resesearch Association.

Penuel, W. R. & Farrell, C. (2017). Research-practice partnerships and ESSA: An agenda for the coming decade. In E. Quintero (Ed.). *Teaching in context: The social side of education reform*. Cambridge, MA: Harvard Education Press.

Wohlstetter, P., Smith, J., & Farrell, C. (2013). *Choices and challenges: Charter school performance in perspective*. Cambridge, MA: Harvard Educational Press.

Farrell, C., Mathis, J., & Hentschke, G. (2009). Do "mainstream" school reforms foster the "world's best school systems"? In Saleh, I.M. & Khine, M. S. (Eds.). *Transformative leadership and educational excellence: Learning organizations in the information age.* Boston, MA: Sense Publishers.

Technical Reports and Policy Briefs

Farley-Ripple, E., Farrell, C. C., Malin, J., Wong, L-S., Neal, J. (2026). *A Framework for Understanding Knowledge Mobilization Strategies of Communication Partners*. Report Submitted to The Wallace Foundation

*Farrell, C., *Shewchuk, S. J., *Malin, J. R., Farley Ripple, E., Wong, L., Kaiser, L., Neal, J. W., Brutzman, B., Brooks, D., Abodunrin, A. (2025). *Advice to the Wallace Foundation: Ideas from Communication Partners, Researchers/Authors, and Current and Prior Wallace staff.* Report Submitted to The Wallace Foundation. *Equal first author

*Farrell, C., *Malin, J. R., *Shewchuk, S. J., Farley Ripple, E., Wong, L., Neal, J. W., Kaiser, L., Brutzman, B., Brooks, D., Abodunrin, A. (2024). *A Critical Ecological Perspective on the Wallace Foundation Research Production, Diffusion, and Use: Phase 2 Memo Knowledge Mobilization and Perceived Research Use*. Report Submitted to The Wallace Foundation. *Equal first author

Wong, L., Neal, J.W., Brutzman, B., Shewchuk, S.J., Malin, J., Adodunrin, A., Brooks, D., Farley-Ripple, E., & Farrell, C. (2023). *A critical ecological perspective on the Wallace Foundation research production, diffusion, and use: Phase 1 analytic memo.* Report submitted to The Wallace Foundation.

National Center for Research in Policy and Practice. (2022). *Equity-centered principal pipeline initiative: Problem of practice briefs*. Boulder, CO: National Center for Research in Policy and Practice.

Penuel, W. R., Farrell, C. C., Anderson, E. A., Coburn, C. E., Allen, A-R., Bohannon, A. X., Hopkins, M., & Brown, S. (2020). *A comparative, descriptive study of three research-practice partnerships: Goals, activities, and influence on district policy, practice, and*

decision making. (Technical Report No. 4). Boulder, CO: National Center for Research in Policy and Practice.

Farrell, C. C., Davidson, K. L., Repko-Erwin, M., Penuel, W. R., Quantz, M., Wong, H., Riedy, R., & Brink, Z. (2018). *A descriptive study of the IES Researcher-Practitioner Partnerships Program: Final report* (Technical Report No. 3). Boulder, CO: National Center for Research in Policy and Practice.

Farrell, C. C., Davidson, K. L., Repko-Erwin, M., Penuel, W. R., Herlihy, C., Potvin, A. S., & Hill, H. (2017). *A descriptive study of the IES Researcher–Practitioner Partnerships in Education Research Program* (Technical Report No. 2). Boulder, CO: National Center for Research in Policy and Practice.

Penuel, W.R., Briggs, D. C., Davidson, K. L, Herlihy, C., Sherer, D., Hill, H. C., Farrell, C. C., & Allen, A-R. (2016). *Findings from a national survey of research use among school and district leaders* (Technical Report No. 1). Boulder, CO: National Center for Research in Policy and Practice.

Farrell, C., Smith, J., & Wohlstetter, P. (2009). Preparing for the inevitable: Planning for leadership succession at the school, charter management organization, and state agency levels. (National Resource Center on Charter School Finance & Governance Policy brief). Los Angeles, CA: University of Southern California, Center on Educational Governance.

Smith, J., Farrell, C., Wohlstetter, P., & O'Neill, P. (2009). Maximizing effectiveness: Focusing the microscope on charter school governing boards. (National Resource Center on Charter School Finance & Governance policy brief). Los Angeles, CA: University of Southern California, Center on Educational Governance.

Smith, J., Farrell, C., Wohlstetter, P., & Nayfack, M.B. (2009). Mapping the landscape of charter management organizations: Issues to consider in supporting replication. (National Resource Center on Charter School Finance & Governance policy brief). Los Angeles, CA: University of Southern California, Center on Educational Governance.

RECORD OF EXTERNAL FUNDING FOR RESEARCH

As Principal Investigator/Co-PI

Pending   Launching and Coaching in Research-Practice Partnerships
               $350,000
               Proposal to Besos Foundation

2026   A Collective Approach to Reimagining a Research and Development
               Infrastructure to Support Systems Transformation
               $150,000
               Funder: Spencer Foundation

2026	Research practice partnership formative evaluation $50,000 (PI) Funder: Cal-Ed Partners
2025	Mapping the Development of K-12 STEM Education Research Over Time $700,000 (co-PI) Funder: National Science Foundation
2025	Democratizing Research Evidence $61,400 (co-PI) Funder: William T. Grant Foundation
2024	Research practice partnership formative evaluation $50,000 (PI) Funder: Cal-Ed Partners
2023	Research practice partnership formative evaluation $50,000 (PI) Funder: Cal-Ed Partners
2022	A Critical, Ecological Perspective on the Wallace Foundation Research Production, Diffusion, and Use $500,000 (PI) Funder: The Wallace Foundation
2021-2022	Measuring the Effectiveness of Research-Practice Partnerships, Phase III $300,000 (PI) Funder: William T. Grant Foundation
2021	Research Use and Coordination Study $2,358,000 (PI) Funder: The Wallace Foundation
2020	Developing Equity-Centered Principal Pipelines: Research Design Possibilities and Recommendations $150,000 (PI) Funder: The Wallace Foundation
2019-2021	District Research Network $30,000 (PI) Funder: Gates Foundation
2019-2021	Measuring the Effectiveness of Research-Practice Partnerships $600,000 (PI) Funder: William T. Grant Foundation

2018-2019   Research-Practice Partnerships White Paper 2.0
            $50,000 (PI)
            Funder: William T. Grant Foundation

2018-2019   Research-Practice Partnerships White Paper 2.0
            $75,000 (PI)
            Funder: Spencer Foundation

WORK IN DESIGN, PRACTICE, AND POLICY SETTINGS

Developmental evaluator for the California Research-Practice Partnership Network. (2023-Today). Leads advisory board for inquiry goals, and co-designs/leads activities to support network learning across RPPs. Organized by NNERPP and Rice University.

Design team member for Research-Practice Design Network. (2022-Today). Co-designs and facilitates monthly learning sessions for district leaders involved in The Wallace Foundation's Equity-Centered Principal Initiative.

Design team member for International Research-Practice Partnership convening (2024-Today). Co-planner and co-designer for development of a Europe-based network for research-practice partnerships, including an international meeting sponsored by Rice University in Paris, Fall 2025.

Workshop member (2023). Assessing the Impacts of Engaged Research and its Use: Evidence and Opportunities. Sponsored by the Aspen Global Change Institute and the Transforming Evidence Funders Network (TEFN).

Design team member for Building the Field. (2021-2022). Co-planned and facilitated a collaborative design sprint that involved over 200 people across multiple virtual and in-person meetings to imagine the necessary learning to support collaborative education research. Supported by the Hewlett Foundation.

Co-facilitator at PLC sessions at The Wallace Foundation's Equity-Centered Principal Initiative Professional Learning Community series (2021-Today). Worked collaboratively with other researchers, district leaders, and Foundation staff to develop opportunities for learning around complex systems change.

PRESENTATIONS & PANELS

Farrell C. C. (2026). Change Pathways for the CA RPP Subnetwork. University of California Irvine. Hosted by the National Network for Research Practice Partnerships and supported the Gates Foundation.

Farrell, C. C. & Arce-Trigatti, P. (2025). Learning together: Research-practice partnership workshop. April 2, 2025. Reducing Inequality Convening, Washington DC, hosted by the William T. Grant Foundation.

Malin, J., Farrell, C. C, Wong, L-S., Brooks, D., Farley-Ripple, E., Neal, J., Shewchuk, S. J., & Brutzman, B. (2025). Developing a Knowledge Infrastructure to Support Equitable Research Production and Dissemination: A Case Study. American Education Research Association annual Conference.

White, T., Farrell, C. C., Resnick, A. F., & Obregon, M. (2025). Succession Planning for Community-Engaged Leaders: Context, Culture, and History in the Continuity of Diverse Leaders. American Education Research Association annual Conference.

Farrell, C. C. et al. (2025). The Contested Understandings of Research in a Knowledge Infrastructure: The Case of a Foundation. American Education Research Association annual Conference.

Farrell, C. C., & Arce-Trigatti, P. (2024). Learning together: Research-practice partnership health and effectiveness. Institutional Challenge Grant Convening, Santa Cruz, CA, hosted by the William T. Grant Foundation.

Childs, J., Farrell, C. C., Grooms, A., Peters-Hawkins, A. L., Martinez E., Resnick, A. F., White, T. & Arce-Trigatti, P. (2024). Educational Equity and the Logics of COVID-19: Informing School Leadership Practices in a New Period of Democratic Education. American Education Research Association annual Conference.

Henrick, E., Farrell C. C., et al. (2024). Research-Practice Partnership for Equity, Health, and Effectiveness. Elaborating the Five Dimensions Framework. American Education Research Association annual Conference.

Bohannon, A. X., Farrell, C. C. & Cook, S. (2024). County Leadership and Continuous Improvement in Small Rural Districts. American Education Research Association annual Conference.

Farrell, C. C. et al. (2024). Research-Practice Partnerships in the United States: Snapshot of the Field. American Education Research Association annual conference.

Adams, E. L., Bang, M., Farrell, C. C., & Potter, D. (2023). Graduate Student Council Division H Fireside Chat. American Education Research Association annual conference.

Farrell, C.C. et al. (2023). Examining Equity in Partnership Work: A Typology of Equity in Mission and Process within Research-Practice Partnerships. American Education Research Association annual conference.

Farrell, C. C. et al. (2023). NNERPP Brownbag: Revised Research-Practice Partnerships framework and toolkit. National Network for Education Research Practice Partnerships.

Farrell, C. C. & Kaiser, L. (2022). Feedback to [Research-Practice Partnership 2].

Henrick, E., Sexton, S., Farrell, C. & Arce-Trigatti, P. (2022). RPP Improvement Measures. National Network for Education Research Practice Partnerships.

Farrell, C. C. & Kaiser, L. (2021). Feedback to [Research-Practice Partnership 1].

Gagnier, K., Arce-Trigatti, P., Supplee, L., Farrell, C., & Henrick, E. (2021). Evaluating the health of small research-practice partnerships: What is possible and meaningful. SREE Annual Conference.

Arce-Trigatti, P. & Farrell, C. C. (2021). Keynote for NNERPP Annual Forum. NNERPP Annual Forum.

Farrell, C. C. (2020). Mutual learning at the boundaries: A Framework for Understanding Research-Practice Partnerships. ICLS.

Farrell, C. C. (2020). Measuring RPP effectiveness. Invited brown bag to the National Network for Education Research Practice Partnerships.

Farrell, C. C., Penuel, W. R., May, H., & Shewchuk, S. (2020). Research use in education. Annual PI meeting of Institute of Education Sciences, Washington DC.

Farrell, C. C. & Grant, E. (2019). What's the evidence base on evidence-based practice? Invited presentation, National Network for Education Research Practice Partnerships Annual Forum, Boston, MA.

Farrell, C. C. & Arce-Trigatti, P. (2019). Theories of action for research-practice partnership. Invited presentation, National Network for Education Research Practice Partnerships Annual Forum, Boston, MA.

Farrell, C. C. (2018). Organizational capacity for research use. Invited presentation at convening of state education agency leaders for conference, Building a Research Office that Supports Continuous Improvement under ESSA, Washington, D. C.

Farrell, C. C. (2018). Transformation + innovation: The power of research-practice partnerships. Invited presentation, University of California, Berkeley, Berkeley, California.

Farrell, C. C. (2018). What are the necessary conditions and capacities for school districts to use research evidence that makes a difference for students? Invited plenary speaker for the Use of Research Evidence Meeting held by William T. Grant Foundation, Washington D. C.

Farrell, C. C. (2018). When and under what conditions do practice organizations learn from engagements with external partners? Invited presentation, Cross Regional Education Lab (REL) Meeting.

Farrell, C. C. (2018). What matters for organizational learning? Exploring the conditions that lead to greater use of research in two research-practice partnerships. Society for Research on Educational Effectiveness 2018 conference, Washington D. C.

Farrell, C. C. (2018). What to consider when evaluating research-practice partnerships. Invited presentation to CSForAll convening, National Science Foundation, Los Angeles, CA.

Farrell, C. C., Coburn, C. E., & Chong, S. (2018). When and under what conditions does a district department learn from their engagement with their external partner? Presentation to partnership staff.

Farrell, C. C. & Coburn, C. E. (2018). "What the hell is this, and who the hell are you?" Role negotiation in research-practice partnerships. Paper presented at Use of Research Evidence Meeting held by William T. Grant Foundation, Washington D. C.

Farrell, C. C., Davidson, K., Repko-Erwin, M., Penuel, W., Hill, H., & Herlihy, C. (2018). Goals and challenges of research-practice partnerships for improvement efforts. Society for Research on Educational Effectiveness 2018 conference, Washington D. C.

Farrell, C. C., Harrison, C., & Coburn, C. E. (2018). "What the hell is this, and who the hell are you?" Role negotiation in research-practice partnerships. Paper presented at the annual meeting of the American Educational Research Association, New York City, NY.

Farrell, C. C. & Lesnick, J. (2018). What does your practice-side org chart look like? And why does it matter? Invited presentation, National Network for Education Research Practice Partnerships Annual Forum, Portland, Oregon.

Farrell, C. C. & Sarfo, A. (2018). Measuring use of research. Invited presentation, National Network for Education Research Practice Partnerships Annual Forum, Portland, Oregon.

Davidson, K. L., Penuel, W., & Farrell, C. C. (2018). What counts as research evidence? How educational leaders' reports of the research they use compare to ESSA guidelines? Society for Research on Educational Effectiveness 2018 conference, Washington D. C.

Farrell, C. C. (2017). Research-practice partnerships and the *Every Student Succeeds Act*. Invited presentation for the Results for America State Education Agency Fellowship Program.

Farrell, C. C. (2017). Exploring problems of practice: What are your most pressing problems of practice, and how can research help? Invited presentation to the 2017 Annual Forum of the National Network for Education Research-Practice Partnerships, Nashville, TN.

Farrell, C. C. (2017). Measuring research-practice partnerships. Invited presentation, Collaborative Research Partnerships Cross-REL Working Group.

Farrell, C. C., Coburn, C. E. & Chong, S. (2017). When and under what conditions can a district

central office learn from external partners? The role of absorptive capacity. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, Texas.

Farrell, C. C. & Spillane, J. (2017). How district leaders access, perceive, and use research. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, Texas.

Harrison, C., Davidson, K., & Farrell, C. C. (2017). Building productive relationships: District leaders' advice to researchers. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, Texas.

Huguet, A., Allen A-R., Coburn, C. E., Farrell, C. C., Kim, D., & Penuel, W. (2017). Locating data use in the microprocesses of district-level deliberation. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, Texas.

Farrell, C. C. (2017). Absorptive capacity: A framework for understanding district central office learning and the role for partners. Invited presentation, National Network for Education Research Practice Partnerships virtual brownbag. Available here: https://vimeo.com/209418004

Farrell, C. C. & Penuel, W. (2017). The successes and challenges of the IES Researcher-Practitioner Partnerships Program: An interim report. Society for Research on Educational Effectiveness (SREE) 2017 Conference, Washington, DC.

Coburn, C. E. & Farrell, C. (2017). Assessing absorptive capacity to use research evidence for organizational change. Invited presentation, Use of Research Evidence meeting, William T. Grant Presentation.

Penuel, W. & Farrell, C. (2016). Lessons from a national survey of educational leaders' research use. Institute of Education Sciences PI Meeting.

Farrell, C. (2016). Lessons from a national survey of educational leaders' research use. Invited talk to Education Northwest, an IES-funded regional education laboratory.

Farrell, C. & Penuel, W. (2016). A descriptive study of the IES researcher-practitioner partnership program. Invited presentation to the Institute of Education Sciences, U.S. Department of Education.

Penuel, W. & Farrell, C. (2016). Lessons from a national survey of educational leaders' research use: Implications for ESSA implementation. Invited presentation to the leadership of the U.S. Department of Education.

Farrell, C. (2016). Lessons from a national survey of educational leaders' research use. Workshop at the annual meeting of the American Educational Research Association, Washington, D. C.

Farrell, C. & Marsh, J. A. (2016). A qualitative comparative analysis of teachers' instructional responses to data. Paper presented at the annual meeting of the American Educational Research Association, Washington, D. C.

Farrell, C., Penuel, W., Allen, A-R, Toyama, Y., & Coburn, C. (2016). What research district leaders find useful. Society for Research on Educational Effectiveness (SREE) 2016 Conference, Washington, DC.

Coburn, C.E. & Farrell, C. (February 2016). RPP's big ideas and district policy making: A new way to think about impact. Presentation to partnership staff.

Farrell, C. & Marsh J. (November 2015). A qualitative comparative analysis of teachers' instructional responses to data. UCEA 2015 Conference, San Diego, CA.

Farrell, C. Penuel, W. R., Sherer, D., Hill, H. C., Briggs, D., & Bibilos, C. (November, 2015). Hidden gold: Research use in the age of evidence-based policy. Association for Public Policy Analysis & Management, Miami, FL

Farrell, C., Coburn, C. & Penuel, W. (October 2015). Research-practice partnerships in education: Outcomes, dynamics, and open questions. National Center on Scaling Up Effective Schools 2015 Conference. Nashville, TN.

Farrell, C. (April 2015). Bridging the research-practice divide: How school district leaders use educational research in improvement efforts. Invited lecture for the University of California Berkeley, Graduate School of Education, POME lecture series.

Farrell, C. & Allen, A-R. (February 2015). Conceptualizing research-practice partnerships as joint work at the boundaries. Invited presentation at the William T. Grant Foundation grantee meeting.

Farrell, C. & Allen, A-R. (February 2015). Observing research use: What does it look like? Invited presentation at the William T. Grant Foundation grantee meeting.

Coburn, C. & Farrell, C. (December 2014). Working with external partners: Developing increased organizational capacity to learn. Presentation to school district central office leaders.

Farrell, C. & Marsh, J. A. (April 2014). Metrics matter: How data characteristics shape teachers' responses. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, Pennsylvania.

Farrell, C. & Coburn, C. (April 2014). School districts and their external partners: A conceptual framework for productive partnering. Paper presented at the annual meeting of the American Research Association, Philadelphia, Pennsylvania.

Farrell, C. (March 2014). School districts and their external partners: A conceptual framework for productive partnering. William T. Grant Foundation meeting for grantees.

Coburn, C., Allen, A., Penuel, W., & Farrell, C. (April 2014). Framing research use in district decision making: A methodological approach. Paper presented at the annual meeting of the American Research Association, Philadelphia, Pennsylvania.

Farrell, C. (September 2013). Taking stock of the charter school movement: What we know, what we need to know. Invited presentation at CD/SESAME Colloquium, University of California Berkeley, Graduate School of Education.

Coburn, C. E., & Farrell, C. C. (May 2013). Mapping the landscape: Bay Area school district's mathematics partnerships. Presentation to school district central office leaders.

Coburn, C. E., Farrell, C. C., Penuel, W., & Allen, A. (May 2013). From users to co-producers of research evidence: A study of research-practice partnerships. Year 1 Feedback. Presentation to California school district central office leaders and external partner.

Penuel, W., Allen, A., Coburn, C. E. & Farrell, C. C. (May 2013). From users to co-producers of research evidence: A study of research-practice partnerships. Year 1 Feedback. Presentation to Texas school district central office leaders and external partner.

Farrell, C. (April 2013). Designing school systems to encourage data use and instructional improvement: A comparison of educational organizations. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, California.

Marsh, J., Farrell, C., & Bertrand, M. (April 2013). Trickle-down accountability: How middle school teachers engage students in data use. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, California.

Farrell, C., Wohlstetter, P., & Smith, J. (April 2013). Charter school research: What we know and what we need to know. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, California.

Farrell, C. (October 2012). Use data for instructional improvement. Invited presentation to visiting Norwegian scholars. University of California, Berkeley. Berkeley, CA.

Farrell, C. & Marsh, J. (April 2012). Understanding capacity building for data-driven decision making: A sociocultural learning approach. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.

Farrell, C., Wohlstetter, P., Smith, J., & Nayfack, M. (April 2012). One size does not fit all: Understanding the variation in charter management scale-up. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.

Wohstetter, P., Smith, J. & Farrell, C. (April 2012). Charter schools under the microscope: What we know, what we need to know. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.

Smith, J., Farrell, C., Wohlstetter, P., & Nayfack, M. (April 2011). Taking stock of a decade of charter school research: Trends, limitations and gaps in research. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Farrell, C., Smith, J., & Wohlstetter, P. (June 2010). Innovations in talent development: How charter management organizations identify and train school leaders. Presented at the National Charter Schools Conference, Chicago, IL.

Farrell, C. (June 2010). Navigating the educational journey: Public, independent, private, charter, magnet, and homeschooling options. Invited presentation at EdVantExpo Educational Expo, Los Angeles, CA.

Farrell, C., Hirman, J., Hentschke, G., Smith, J. & Wohlsetter, P. (April 2010). Funding to achieve scale: Charter management organizations finance their growth. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Farrell, C. (March 2010). Funding to achieve scale: Charter management organizations finance their growth. Paper presented at the Second Annual Graduate and Professional Student Senate Poster Symposium.

Farrell, C. & Nayfack, M. (March 2010). Scaling up charter management organizations: Eight key lessons for success. Paper presented at California Charter Schools Association Conference, Sacramento, CA.

Farrell, C. (October 2009). Mapping the landscape of charter management organizations. Paper presented at the The Office of Parental Options and Information Project Directors Conference, Department of Education, Washington, DC.

Smith, J. & Farrell, C. (October 2009). Maximizing effectiveness: Taking a close look at charter school governing boards. Paper presented at the The Office of Parental Options and Information Project Directors Conference, Department of Education, Washington, DC.

Smith, J. & Farrell, C. (October 2009). Parent involvement and engagement. Paper presented at the Office of Parental Options and Information Project Directors Conference, Department of Education, Washington, DC.

Farrell, C. & Smith, J. (October 2009). The authorizer's role in replicating success: Lessons from a national study on charter management organization scale-up. Presentation at the National Association of Charter School Authorizers, Salt Lake City.

Smith, J. & Farrell, C. (October 2009). Maximizing effectiveness: Taking a close look at charter

school governing boards. Paper presented at the National Association of Charter School Authorizers, Salt Lake City.

Smith, J., Farrell, C., & Wohlstetter, P. (June 2008). Maximizing effectiveness: Focusing the microscope on charter school governing boards. Paper presented at the National Charter Conference, Washington, DC.

Smith, J., Farrell, C., Nayfack, M., & Wohlstetter, P. (April. 2008). Mapping the landscape of charter management organizations. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Smith, J., Farrell, C., Nayfack, M., & Wohlstetter, P. (March 2008). Scaling-up charter management organizations: Lessons from a national study. Presentation at the California Charter Schools Association Conference, Long Beach, CA.

Farrell, C., Smith, J., & Wohlstetter, P. (March 2008). Preparing for the inevitable: Planning for leadership succession at the school, charter management organization, and state agency levels. Paper presented at the California Charter Schools Association Conference, Long Beach, CA.

SOCIAL MEDIA
Twitter: @ccfarrell, @NCRPP

National Center for Research in Policy and Practice and National Network of Education Research Practice Partnerships. (2024). No one-size-fits-all: A context-sensitive approach to Research Practice Partnership Health and Effectiveness. William T. Grant blog series.

Farrell, C. (2021). Developing valid measures of RPP effectiveness: An evidence-centered design approach. *NNERPP Extra*, 3(4), 2-5.

Farrell, C. (2018, September 24). Towards measuring impact of research-practice partnerships in education. Guest blog at *Education Week*. Retrieved from http://blogs.edweek.org/edweek/urban_education_reform/2018/09/towards_measuring_the_impact_of_research-practice_partnerships_in_education.html

Farrell, C. (2018, June 11). What research do district leaders actually find useful. Guest blog at *Education Week*. Retrieved from http://blogs.edweek.org/edweek/urban_education_reform/2018/06/what_research_do_educators_actually_find_useful.html

Farrell, C. (2017, September 5). Moving beyond building practitioner capacity to mutual learning in research-practice partnerships. Guest blog at *Education Week*. Retrieved from http://blogs.edweek.org/edweek/urban_education_reform/2017/09/moving_beyond_building_practitioner_capacity_to_mutual_learning_in_research-practice_partnerships.html

Farrell, C. & Coburn, C. (2017, July 12). Fostering research use in school districts through

external partnerships. Guest blog at William T. Grant Foundation blog. Retrieved from http://wtgrantfoundation.org/fostering-research-use-school-districts-external-partnerships

Penuel, W. & Farrell, C. (2017, July 5). ESSA: An opportunity for research-practice partnerships to support districts and states. Guest blog at Albert Shanker Institute blog. Retrieved from http://www.shankerinstitute.org/blog/essa-opportunity-research-practice-partnerships-support-districts-and-states

Farrell, C. (2017, February 16). Highlights from the Use of Research Evidence meeting. Retrieved from http://ncrpp.org/blog/2017/the-use-of-research-evidence-a-valentines-day-story

Farrell, C. (2016, December 14). Sneak peek findings: The successes and challenges of the IES Researcher-Practitioner Partnerships Program. Retrieved from http://ncrpp.org/blog/2016/sneak-peek-findings-the-successes-and-challenges-of-the-ies-researcher-practitioner-partnerships-program

Farrell, C. (2016, September 20). Conversations with NCRPP: How can research-practice partnerships support educational leaders' use of research? Retrieved from http://nnerpp.rice.edu/2016/09/20/conversations-with-ncrpp-how-can-research-practice-partnerships-support-educational-leaders-use-of-research/

Farrell, C. (2016, July 5). Need some beach reading? National Center for Research in Policy and Practice blog. Retrieved from http://ncrpp.org/blog/2016/need-some-beach-reading

Allen, A-R & Farrell, C. C. (2016, June 21). Researchers and school districts can partner to benefit education practice. *Phi Delta Kappan* blog. Retrieved from http://pdkintl.org/blogs/learning-on-the-edge/researchers-and-school-districts-can-partner-to-benefit-education-practice/

Wong, L. & Farrell, C. (2016, April 27). Advancing the use of research evidence. National Center for Research in Policy and Practice blog. Retrieved from http://ncrpp.org/blog/2016/advancing-the-use-of-research-evidence

Farrell, C. & Coburn, C. (2016, April 8). What is conceptual use of research, and why is it important? Invited William T. Grant Foundation blog. Retrieved from http://wtgrantfoundation.org/conceptual-use-research-important

Davidson, K. & Farrell, C. (2016, February 17). Getting a sense of educators' knowledge and skills to use research. National Center for Research in Policy and Practice blog. Retrieved from http://ncrpp.org/blog/2016/getting-a-sense-of-educators-knowledge-and-skills-to-use-research

Farrell, C. (2015, October 19). New windows of opportunity for educators' research use.

National Center for Research in Policy and Practice blog. Retrieved from
http://ncrpp.org/blog/2015/new-windows-of-opportunity-for-educators-research-use

Farrell, C. (2015, July 16). What makes research useful to school leaders? National Center for
Research in Policy and Practice blog. Retrieved from http://ncrpp.org/blog/2015/what-
makes-research-useful-to-school-leaders

Allen, Anna-Ruth & Farrell, C. (2015, June 19). School districts as partners in research efforts.
National Center for Research in Policy and Practice blog. Retrieved from
http://ncrpp.org/blog/2015/school-districts-as-partners-in-research-efforts

Farrell, C. (2015, March 18). Observing research use: What does it look like? National Center
for Research in Policy and Practice blog. Retrieved from
http://ncrpp.org/blog/2015/observing-research-use-what-does-it-look-like

Farrell, C. (2015, February 25). Welcome to NCRPP. National Center for Research in Policy and
Practice blog. Retrieved from http://ncrpp.org/blog/2015/welcome-to-ncrpp

TEACHING EXPERIENCE

Ph.D., Ed.D., and Post-doctoral Fellows
Qualitative Professional Learning Community (2014-present). Co-facilitator for readings,
writing workshops, and qualitative methods training. University of Colorado Boulder and
Northwestern University. Boulder, CO.

Policy Implementation Research Group (2012 - 2014). Co-facilitator for readings and student
work. Graduate School of Education. University of California, Berkeley. Berkeley, CA.

EDUC 655 –Advanced Research Methods (Fall 2011). Guest lecture on qualitative data
collection and analysis. Rossier School of Education. University of Southern California.
Los Angeles, CA.

EDUC 522 – Accountability (Spring 2011). Rossier School of Education. University of
Southern California. Los Angeles, CA. Co-taught with Dr. Julie A. Marsh.

EDPA 719 – The Policies and Politics of Educational Governance (Fall 2009). Rossier School
of Education. University of Southern California. Los Angeles, CA. Co-taught with Dr.
Priscilla Wohlstetter.

EDUC 760 – Qualitative Research Methods (Spring 2012). Guest lecture on qualitative data
collection -- observations and interviews. Rossier School of Education. University of
Southern California. Los Angeles, CA.

Masters Level
EDHP 552 – Politics of Difference (Spring 2011). Guest lecture on recent research in K-12
education reform. Rossier School of Education. University of Southern

California. Los Angeles, CA.

EDHP 552 – Politics of Difference (Spring 2010). Guest lecture on recent research in K-12 education reform. Rossier School of Education. University of Southern California. Los Angeles, CA.

MENTORING

As member of a dissertation committee:
- Jackquelin Bristol (expected 2026), CU Boulder, dissertation titled: "Teacher Housing Initiatives: An Embedded Case Study of Race, Place, and the School-Housing Nexus"
- Natalie May (expected 2026), New York University, dissertation titled: "Power in Research-Practice Partnerships"
- Robbin Riedy (graduation 2023), CU Boulder, dissertation titled "Dignity-Affirming Care in Collaborative Research Spaces"

HONORS AND AWARDS

Committee member, Excellence in Media Reporting on Education Research Award for American Education Research Association.	2024-Today
North American Editor, *Evidence and Policy*	2020-2022
Outstanding Reviewer, *Educational Administration Quarterly*	2015
Early Education Policy Scholar, Fordham Foundation	2015
David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy Participant	2011
The William L. Boyd National Educational Politics Workshop Emerging Scholar	2010 & 2011
USC Provost Fellowship	2008 & 2009
Hannah Croasdale Award for the Greatest Contribution by a Senior to Women's Lives on Campus, Dartmouth College	2005
Mary T. Turco Award for Significant Service to Women in Residential Life Office of Residential Life, Dartmouth College	2005
Order of Omega National Honor Society	2004 & 2005
Presidential Scholar	2004

PROFESSIONAL AND ACADEMIC SERVICE

Researcher Working Group. Data Quality Campaign	2016 – present
Researcher Advisor. Results for America	2016 – present

Reviewer. American Educational Research Journal, Educational Researcher,   2012 - present
    Educational Evaluation and Policy Analysis, Review of Educational
    Research, Educational Administration Quarterly, American Journal of
    Education, AERA Open, Educational Policy, Journal of Educational
    Change, Education Policy Analysis Archives, Psychological
    Review, School Effectiveness and School Improvement

Reviewer. William T. Grant Foundation grant proposals	2016 - Present
Reviewer. Spencer Foundation grant proposals	2013 - Present

Reviewer. Annual meeting of American Educational Research Association   2011 - Present
Division A: Administration, Organization and Leadership
Division L: Educational Policy & Politics
Special Interest Groups: Research Use, Data-driven decision making

PROFESSIONAL AFFILIATIONS

American Education Research Association
Association for Public Policy Analysis & Management (APPAM)

RESEARCH SKILLS

Extensive work with Dedoose, NVivo, Atlas.TI, HyperResearch, Dedoose, Excel, Powerpoint, Word, Sunsama, Smartsheet