

## CAITLIN C. FARRELL

University of Colorado Boulder

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### **EDUCATION**

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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**

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*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, 2<sup>nd</sup> grade.* New York City Department of Education. 2005-2007  
Brooklyn, NY

## PUBLICATIONS

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### 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. & Allen, A-R. (Revise and resubmit) The social construction of educational constituencies in designing instructional policy: The case of Algebra.

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

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*.

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*.

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*.

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., 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. <https://doi.org/10.31244/dds.2021.01.05>

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., 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., 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., 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. (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., 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., & 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., & Allen, A-R. (2017). School and district leaders' use of research. *AERA Open*, 3(2), 1-17.
- Farrell, 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. & Marsh, J. (2016). Contributing conditions: A qualitative comparative analysis of teachers' instructional responses to data. *Teaching and Teacher Education*, 1-15.
- Farrell, C. & Marsh, J. (2016). Metrics matter: How data characteristics shape teachers' responses. *Educational Administration Quarterly*, 1-40.
- Marsh, J., Farrell, C., & Bertrand, M. (2016). Trickle-down accountability: How middle school teachers engage students in data use. *Educational Policy*, 30(2), 243-280.

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

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

### **Books, Book Chapters, and White Papers**

- 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.
- 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.

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.

### **Technical Reports and Policy Briefs**

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*

2022	A Critical, Ecological Perspective on the Wallace Foundation Research Production, Diffusion, and Use \$500,000 Funder: The Wallace Foundation
2021-2022	Measuring the Effectiveness of Research-Practice Partnerships, Phase III \$300,000 Funder: William T. Grant Foundation
2021	Research Use and Coordination Study \$2,358,000 Funder: Wallace Foundation
2020	Developing Equity-Centered Principal Pipelines: Research Design Possibilities and Recommendations \$150,000 Funder: Wallace Foundation
2019-2021	District Research Network \$30,000 Funder: Gates Foundation
2019-2021	Measuring the Effectiveness of Research-Practice Partnerships \$600,000 Funder: William T. Grant Foundation
2018-2019	Research-Practice Partnerships White Paper 2.0 \$50,000 Funder: William T. Grant Foundation
2018-2019	Research-Practice Partnerships White Paper 2.0 \$75,000

Funder: Spencer Foundation

## **RESEARCH PRESENTATIONS**

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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.
- Wohlstetter, 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. & Wohlstetter, 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

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](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](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](http://blogs.edweek.org/edweek/urban_education_reform/2017/09/moving_beyond_building_practitioner_capacity_to_mutual_learning_in_research-practice_partnerships.html)

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- 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>
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- 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**

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### **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.

**HONORS AND AWARDS**

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North American Editor, <i>Evidence and Policy</i>	Present
Outstanding Reviewer, <i>Educational Administration Quarterly</i>	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**

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<i>Researcher Working Group</i> . Data Quality Campaign	2016 – present
<i>Researcher Advisor</i> . Results for America	2016 – present
<i>Reviewer</i> . <i>American Educational Research Journal</i> , <i>Educational Researcher</i> , <i>Educational Evaluation and Policy Analysis</i> , <i>Review of Educational Research</i> , <i>Educational Administration Quarterly</i> , <i>American Journal of Education</i> , <i>AERA Open</i> , <i>Educational Policy</i> , <i>Journal of Educational Change</i> , <i>Education Policy Analysis Archives</i> , <i>Psychological</i>	2012 - present



*Review, School Effectiveness and School Improvement*

<i>Reviewer.</i> William T. Grant Foundation grant proposals	2016 - present
<i>Reviewer.</i> Spencer Foundation grant proposals	2013 - Present
<i>Reviewer.</i> Annual meeting of American Educational Research Association Division A: Administration, Organization and Leadership Division L: Educational Policy & Politics Special Interest Groups: Research Use, Data-driven decision making	2011 - Present

**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