

CYNTHIA ELLEN COBURN

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Berkeley, CA 94720-1670

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Berkeley, CA 94703
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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

- 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 Award for Outstanding Reviewer, *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

- 2009-present **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. 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 (with Mary Kay Stein). Spencer Foundation. *Toward Producing Usable Knowledge for the Improvement of Educational Practice* (1/1/2004-12/31/2006), \$396,100.

Co-principal Investigator (with Mary Kay Stein, Carrie Leana, Frits Pil, Brian Gill). 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

- Coburn, C. E. & Turner, E. O. (in press, expected 2012). Research on data use: A framework and analysis. *Measurement: Interdisciplinary Research and Perspectives*.
- Coburn C. E. & Turner, E. O. (in press, expected 2012). Putting the “use” back in data use: An outsider’s contribution to the measurement community’s conversation about data use. *Measurement: Interdisciplinary Research and Perspectives*.
- Coburn, C. E. & Turner, E. O. (in press, expected 2012). The practice of data use: An introduction. *American Journal of Education*.
- Coburn, C. E. & Woulfin, S. L. (in press, expected 2012). Reading coaches and the relationship between policy and practice. *Reading Research Quarterly*, 47(1).
- Coburn, C. E., Toure, J., & Yamashita, M. (2009). Evidence, interpretation, and persuasion: Instructional decision making in 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.
- Coburn, C. E. & Russell, J. L. (2008). District policy and teachers' social networks. *Educational Evaluation and Policy Analysis*, 30(3), 203-235. [lead article]
- Honig, M. I. & Coburn, C. E. (2008). Evidence-based decision making in school district central offices: Toward a research agenda. *Educational Policy*, 22(4), 578-608.
- 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.
- Coburn, C. E. (2006). Framing the problem of reading instruction: Using frame analysis to uncover the microprocesses of policy implementation in schools. *American Educational Research Journal*, 43(3), 343-379. [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-based practice in school districts: Mapping the terrain. *American Journal of Education*, 112(4), 469-495.
- Coburn, C. E. (2005). The role of non-system actors in the relationship between policy and practice: The case of reading instruction in California. *Educational Evaluation and Policy Analysis*, 27(1), 23-52.

- 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.

Coburn, C. E. (2004). Beyond decoupling: Rethinking the relationship between the institutional environment and the classroom. *Sociology of Education*, 77, 211-244.

Coburn, C. E. (2003). Rethinking scale: Moving beyond numbers to deep and lasting change. *Educational Researcher*, 32(6), 3-12. [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.

Special Issues of Journals

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

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

Other Journal Articles

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 for instructional improvement: 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.

Book Chapters

Woulfin, S. & Coburn, C. E. (2011). Policy implementation: The pathway 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 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 an 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. (2010). Partnership for District Reform: The challenges of evidence use in a major urban district. In C. E. Coburn & M. K. Stein (Eds.), *Research and practice in education: Building alliances, bridging the divide* (pp. 167-182). NY: Rowman & Littlefield Publishing Group.
- Coburn, C. E. & Stein, M. K. (2010). Key lessons for the relationship between research and practice. In C. E. Coburn & M. K. Stein (Eds.), *Research and practice in education: Building alliances, bridging the divide* (pp. 201-226). NY: Rowman & Littlefield Publishing Group.
- Stein, M. K. & Coburn, C. E. (2010). Reframing the problem of research and practice. In C. E. Coburn & M. K. Stein (Eds.), *Research and practice in education: Building alliances, bridging the divide* (pp. 1-14). NY: Rowman & Littlefield Publishing Group.
- Coburn, C. E., Honig, M. I., & Stein, M. K. (2009). What is 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., Mata, W. & Choi, L. (revise and resubmit). The embeddedness of teachers' social networks: Evidence from mathematics reform. Submitted to *Sociology of Education*.
- Coburn, C. E., Russell, J. L., Kaufman, J. & Stein, M. K. (revise and resubmit). Supporting sustainability: Teachers' advice networks and ambitious instructional reform. *American Journal of Education*.

Turner, E. O. & Coburn, C. E. (in preparation). Interventions to promote data use: An introduction. *Teachers College Record*.

Turner, E. O., Coburn, C. E., & Bae, S. (in preparation). Race talk in the school district: Racial framing and the negotiation of mathematics and literacy policy.

Technical Reports

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. (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

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. & 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.

TEACHING

UC Berkeley, Policy, Organizations, Measurement and Evaluation (Ph.D)
Organizational Theory
Introduction to Qualitative Research Methods
Research Group on Policy Implementation

UC Berkeley, Leadership for Educational Equity Program (Ed.D)
School Districts and Decision Making
Systemic Educational Reform I
Systemic Educational Reform II
Qualitative Research Methods for Educational Leaders
Residency on Decision Making and Resource Allocation

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

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)

NATIONAL PROFESSIONAL SERVICE

Senior Program Associate

Spencer Foundation, Initiative on Data Use and Educational Improvement (2009 – present)

Invited Member

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.

Design Team, Strategic Educational Research Partnership (SERP): San Francisco Field Site.

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)

Editorial Board

American Educational Research Journal (2006-2009; 2011-2014)

Advisory Board

CLASS: Continuous learning and automated scoring in science, UC Berkeley and ETS, funded by the National Science Foundation (Fall 2011-Summer 2016)

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

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

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

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

National Evaluation of the National Writing Project, SRI International (2008 – present)

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 (Fall 2009 – present)

	Springboard Schools Best Practices Study (2006-2008)
Technical Working Group	The Study of School Turnaround, American Institute of Research, funded by the Institute for Education Sciences (2011 – present)
Journal Reviewer	<i>American Education Research Journal</i> <i>American Journal of Sociology</i> <i>Cognition and Instruction</i> <i>Educational Evaluation and Policy Analysis</i> <i>Educational Policy</i> <i>Educational Researcher</i> <i>Journal of Educational Change</i> <i>Journal of Learning Sciences</i> <i>Organization Science</i> <i>Review of Educational Research</i> <i>Review of Sociology of Education</i> <i>Sociology of Education</i>
Grant Reviewer	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, Major Grants Program The William and Flora Hewlett Foundation, Education Program The William T. Grant Foundation
Section Chair	Division L, Section 4: Curriculum, Testing, and Instructional Practice American Educational Research Association Annual Conference, April 2005
Chair/Organizer	Reading policy in an era of accountability. Invited Presidential Symposium at the American Educational Research Association Conference, New Orleans, LA, April 2011. Implementing evidence-based practice: Intermediary organizations and the connection between research and practice. Symposium at the American Educational Research Association Conference, San Francisco, CA, April 2006.
Mentor	William L. Boyd National Politics Workshop, American Educational Research Association, April 2009, May 2010.
Discussant	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.

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American Sociological Association
International Reading Association
National Reading Conference